DOCUMENT RESUME

ED 131 730 FL 008 231

AUTHOR	Galyean, Beverly
TITLE	Language from Within: A Handbook of Teaching Strategies for Personal Growth and Self Reflection in the Language Classes.
INSTITUTION	Confluent Education Development and Research Center, Santa Barbara, Calif.
PUB DATE	Mar 76
NOTE	115p.; For related document, see FL 008 230
AVAILABLE FROM	CEDARC, Box 30128, Santa Barbara, California 93105 ($3.50)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	Elementary Secondary Education; Grammar; Higher Education; *Humanistic Education; *Language Instruction; Language Programs; Language Teachers; Nonverbal Communication; *Personal Growth; Psychological Needs; *Second Language Learning; Self Actualization; *Self Concept; Self Esteem; *Teaching Methods
IDENTIFIERS	Gestalt Awareness Theory; *Language from Within Program

ABSTRACT

The "Language from Within" program is a collation of Gestalt strategies based on the principles of confluent education and adapted for use in the foreign language classroom. The underlying principles of confluent education are: awareness of feelings as the source of personal meaning (subject matter is learned only when the student sees how it is related to his personal life); direct communication (the "I-You" encounter takes precedence in humanistic education and therefore many of the strategies call for the students to work with a partner and talk directly to that partner); the use of nonverbal forms of communication (the students use their bodies to express words); living in the "here and now" immediacy of the classroom (an actual situation becomes the content for language practice); developing positive and helpful relationships with each other (students utilize many opportunities to give each other positive feedback, appreciations, affirmations and warm acknowledgements); the use of guided imagery (students close their eyes and allow themselves to be led on fantasy journeys); responsibility for choosing and accepting consequences of choices (students become aware of who they are and how they choose to act); the use of projection exercises (these exercises allow students to see themselves as objects); active listening (students learn the skills of listening to each other); and the use of art, music, dramatics, and poetry as means of expression. Eight units contain sample Gestalt strategies for language teaching: (1) introductory lessons for the first months; (2) verbs in the present tense; (3) adjectives; (4) pronouns; (5) adverbs; (6) verb tenses; (7) reflexive verbs; imperative mood; (8) comparative and superlative. These strategies aim at providing energizing learning environments for self-discovery and positive growth. (CFM)

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LANGUAGE FROM WITHIN

A HANDBOOK OF TEACHING STRATEGIES FOR PERSONAL GROWTH AND SELF REFLECTION IN THE LANGUAGE CLASSES.

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FOR TEACHERS WHO
WISH TO PROVIDE AN
OCCASION FOR THEMSELVES
AND THEIR STUDENTS TO
GROW IN SELF KNOWLEDGE
AND ACCEPTANCE THROUGH
THE MEDIA OF LANGUAGE
LEARNING SKILLS

A special word of appreciation to those whose love, concern, and effort have made Language from Within possible.

to Mr. E. Jules Mandel, foreign language instructional specialist,

to the language teachers in L.A. City Schools, in CFLTA and contingent associations whose suggestions have been invaluable in assuring that these strategies are effective agents for both personal growth and language development.

to the staff at CEDARC whose inspiration, insights and feedback have helped form the design of the program.

to Annette Kaloper for creating the cover.

to my typist, Frances Chavez for such careful loving work, and

to Irene Bennett for patiently assisting with the proof reading.

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March, 1976
Price: $3.50

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BIRTH AND BEGINNINGS OF "LANGUAGE FROM WITHIN"

"Language from Within" was born the first moment you spoke your own word and meant what you said. At the moment your and my word carried within itself our intent to communicate a part of ourselves to another person, "Language from Within" became real. Our word, our personal "logos," bears within it the power of our own person, and allows us to be received, ingested, understood, and recreated by others. Communication is you and me interacting, becoming one with each other, seeing ourselves reflected in other's responses to us. We learn who we are by pondering our own selves reflected in other persons and in the words exchanged among us.

The "Language from Within" program began in 1972 as an outgrowth of this author's participation in a graduate program at the University of California Santa Barbara. The program, Confluent Education, has as its goal to educate teachers in Gestalt Awareness theory and practice, and to research the results of teachers using these Gestalt strategies in classes. "Language from Within" is a collation of such strategies. Some are adaptations from other curricular areas. Others are freshly created by language teachers for use in their classes.

Teachers using these P.S. (personal strategies) in regular classes are reporting much success, especially in motivating low achievers and previously "turned off" students. The students are responding to the invitation to discuss items of personal importance, and to share their concerns and interests with other students, as well as with their teacher. They seem to be aware of a new power of language, that being, language as the mirror and vehicle for uncovering their vast inner worlds of feelings, images, dreams, voices, and energies.

Confluent Education is the deliberate attempt to merge thinking and feeling into one integrated process. You encounter something, a language structure let's say. The structure contains your own words, ideas, feelings. You share them with others. All three: subject (language), affect (your feelings), relationship (responsiveness with other individuals) work as a harmonious whole for your growth.

I have authored this booklet with much joy. It is my own "logos" to be shared with you. I know the strategies work. I have seen my own students grow strong, carefully tendering their own insights and triumphing over their discovered gifts. The more they understand the vast resources of their potential, the greater is the diversity of their power for action. They have many alternatives from which to choose. They become creators rather than created. Their conversation is fresh and lively of the moment. My conversation with them is fresh and lively of the moment.

As a teacher-person I have expanded my boundaries beyond my wildest dreams. Every class is a new encounter with emerging reality. I not only see the reality of what is actually happening within my classes, but I also envision a myriad of possibilities for what I can also create to happen. Our language is alive as it issues from our momentary interests. Thus energy in our classes is high.

Lest I leave you with an impression of a "pollyanna" or "bandwagon" attitude about confluent teaching, let me add that, teaching of the moment, merging lesson pre plans with the actual events of the moment, is not easy. Much practice, considerable forethought, planning and deliberation, conjoint with new ways of thinking about the class and how to teach language, trying and learning, are all necessary steps to confluent teaching. You are your own artist. I am my own artist. I delight in knowing that the strategies I have presented in this book are far from being "recipes". In fact, I shun the thought of their ever being petrified, cast into the mold of "this is how to do it" thinking. On the contrary, they are but starters, stimulators, powerful tools for evoking personal responses to meaningful events. You, teacher-artist, will make them relevant to your students. You are the guide, the interpretor, the facilitator. With the wisdom of your experience and love for your students, you spark them to seek ever deeper meanings for their own lives. Affirm their search! Share your own! Your own willingness to look at yourself, to admit new insights, and to share new findings will validate the students desires to do the same for themselves.

I make these strategies available to you for your artistry to consider. They are but your media. You give your message. In doing this, you and I are engaging ourselves in restoring language to what it does at its best, that being a Self symbol in dialogue with others. The "Language from Within" program aims at elevating language to its loftiest potential, as bearer of profound meanings from one human to another.

I hope you share in my joy and growth as you use the P.S. materials. Even as I hear myself speaking these words to you, new insights into ways of being more human, more Bev, and of making the same possible for my students are being born within me. Listen carefully to your own artist speaking to you. The kids need our creative responses to their own struggles. They need our strength, our wisdom, and our willingness to share. We watch them mature in the warmth of caring adult relationships, open dialogues, and personally shared explorations. The "Language from Within" framework allows this to be!

With warmest good wishes for you and
your teaching!

Bev Galyean

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1976

ENTERING THE SKIN OF "LANGUAGE FROM WITHIN"

Imagine yourself being the best possible teacher you could be. What are you like? What are you doing? What's happening to your students as they experience you being a superb teacher?

Give yourself a few moments, now to "unthink" all of your preconceptions about what good teaching "ought" or "should" be. Stroll away from past concepts of good teaching and allow new forms to shape themselves within you. What new insights do you have as to what makes you a good teacher? What do the students need from you for them to be good students? What new ways of looking and responding might become a part of your daily curriculum? What can you do that you have never done before? What are others doing that is exciting and valuable for the students? What are some new discoveries on how people learn language? On how individuals are motivated to learn? How do you learn? How do your students learn? What conditions can you provide to maximize the learning situation in your class?

Consider yourself a thinking-feeling human being with masterful insight into how teaching can change itself to meet head on with both yours and the students' interests and learning needs. Consider your students as thinking-feeling human beings with all knowledge and power to conduct their own lives, that is, with a little help from their teacher friends!

"Language from Within" attempts to respond to the core of your humanness and that of your students. Both you and your students are energized by your emotions, your feeling responses to what's going on in the world around you. Something is always going on within you, and you need but to tune into the language of affect to hear yourself responding to external events. And by listening to your internal responses, by looking at the language issuing forth from within your own self, you have a mirror of who you are and of who you are growing to be.

It is this process of encountering, reflecting, transforming, acting-responding (verbalizing) that you want to evoke in your classes. You are seeking a continual advent of new happenings, insights, and fresh responses. You, teacher, create situations for the students to encounter (personal strategies). You guide them in confronting and understanding what the events mean to them and to their personal development (personal self). Their verbal responses to these energizing processes becomes their personal vocabulary, the content of your target language practice, around which you design your lessons (personal language). Robert Carkuff, Arthur Combs, Sidney Jourard, Carl Rogers, and other humanist psychologists remind us that by focusing on the immediate "here and now" emerging interests of the students, we are insuring maximal conditions for learning. PERSONAL STRATEGIES + PERSONAL SELF = PERSONAL LANGUAGE: THE LANGUAGE OF THE NOW.

In "Language from Within" classes you are looking for personal vocabulary sometimes called "meaning nodes". These meaning nodes are organic to each of us and, when tapped, release tremendous flows of energy for learning. For instance, you, the teacher, are conducting a drill on "What do you like to do?" One of the students spontaneously states that he or she likes to "day dream" in your class. The remark is directed to you and calls you to respond to the student. You are engaged in the student's concern. You are involved. There is meaning for both of you behind these words.

Internally you are mulling the word "daydream". You are thinking, asking internal questions of yourself, considering interpretations. You hear your head computing aloud. "Daydream! That takes nerve in my class. Maybe he doesn't like my class? That's his problem! If he studied more he'd find my class interesting. What's he trying to do? Get attention!" Along with these thoughts, mental billboards so to speak, are feelings about what is being said. Your stomach tightens and you feel a slight flush in your face. You are drawn to the student and feel a strain between you and the other. You are poised for a response. Energy is transpiring between you. Your interest centers on the student, on his or her word "daydreaming". You are also centered on yourself, your own mental soliloquy, and the twinge of your feelings. Something is going on!

Natural "meaning nodes" to consider are: feelings, interest, concerns, wants, likes and dislikes, dreams, images, personal stories, imaginings, hopes, beliefs, choices, conflicts, fears, needs, passions and loves. Whenever a student recognizes one of these within him or herself and discusses them, natural energy flows. It is this energy you want to capture in your class. These "meaning nodes" elicit for you personal vocabulary integrally related to the student's drive for relevance. And because the flow of energy is great, the personal vocabulary, a natural part of an individual's survival system, is more quickly and more thoroughly learned. We have all had the experience of learning what we need, what we want, and what touches us on deep levels of concern. These are the goals of "Language from Within" teaching. The strategies serve as stimuli for evoking these naturally energizing "meaning nodes".

As a language teacher, as your own artist, you will continue to use whatever sound methods you have perfected for your own teaching. Language learning demands practice, frequent repetition, reinforcement, question-answer dialogues, oral and written practice of structure. Pronunciation drills, phonetic practice dictations, cultural scenarios all contribute to the mosaic of language development. Now, however, you will utilize the affective and cognitive personal content of yourself and of your students as the basis for language practice. You and they will be discussing yourselves, items of concern and interest. Sometimes you will use language to see yourself more clearly while at other times you will use your language to help another see him or herself more clearly.

S#1 I am a person who is usually happy but sometimes I am tense.

S#2 You're happy! When are you usually happy?

S#1 I am happy when I am with friends and when I am at school.

S#2 When are you with friends?

S#1 I am with friends in classes, at lunch, after school, and on weekends.

S#2 When are you tense?

S#1 I am tense when I drive on the freeway, when I take a test, and when I do homework at night.

S#2 Are you tense every night when you do homework?

S#1 When I'm alone but if I work with someone else I am more relaxed.

S#2 When you work with someone else you're more relaxed. What do you know about yourself now?

S#1 It's important for me to have friends around me. I am happy then.

This dialogue grew out of a lesson on the use of when preempted by "I am a person who is ________________." The teacher wanted to structure a situation where the students could use their personal vocabulary to clarify certain aspects of their personality. You notice that S#2 did not give advice or comment on what S#1 said. Rather, in a facilitative manner, S#2 asked helpful clarifying questions. The questioning is value free and all manner of respect and affirmation is given to the student who is reflecting, assessing, responding, and discovering new insights into self awareness.

In order to design a "Language from Within" learning environment, certain structures, processes, and prior attitudes are necessary. Remember! We are adding new dimensions to old ways of thinking about language teaching and how it "should" develop. These are but suggestions for how to mold the new humanistic ingredients with the old. "Language from Within" is NEW WINE IN OLD SKINS, the skins of you and me, "teacher" skins, warm and mellow, flexing and stretching, as we reach to touch and bring about new life, new energy, new healing for the kids with whom we share our classes. Don't fool yourself! They need you and me. They need caring open and growing adults who admit there's always more to know, to do, and to be. "Language from Within" makes this "more to" possible. And best of all, you become more person, more "real", more at ease within your own skin.

And as you do this, your kids learn the magnificence of their own potentials yet undiscovered, awaiting, and in need of good, wholesome, loving adult models to call into being. The caring adult validates the youth's own search to make meaning from the kaleidoscopic variety of events which he or she faces each day.

PRACTICAL POINTS FOR DESIGNING A "LANGUAGE FROM WITHIN" PROGRAM

1. Group Dynamics

Work with a variety of group experiences with your students.

- A) Teacher - whole class
- B) Dyads (one-to-one) Partners
- C) Triads (three persons working together)
- D) Small groups of four-six persons
- E) Larger groups of eight-ten persons
- F) Divide the class into interacting groups (half and half, etc.)

Student directed groups. Select student leaders to conduct small group exercises.

Meditative mode. Some of the strategies you present to your students call for deep self reflection. At times the students will want quiet time to be alone with themselves, their thoughts and feelings. Allow meditative time when necessary.

2. Self reflection

Whatever a student says about him or herself is always accepted as being true. You as teacher may not agree with a student's perception of him or herself, but you do not deny the student's authenticity in stating how he or she feels about him or herself. You affirm and appreciate the student's effort to deepen self insights. You also demand this respect from the other students.

Trust, acceptance, and affirmation are absolute musts if you and the students wish to engage in honest sharing about yourselves. Trust is fostered among individuals who know whatever they say will be heard and respected by the others without judgment.

3. Facilitation

As a teacher, you are accustomed to expository teaching: giving information, structuring learning situations, and evaluating. As a facilitator, however, you minimize the amount of information you offer; rather, you assist the students with helpful questions to explore their own answers. You appreciate what new knowledge an individual discovers. By being non-directive, you feel with the students (empathize) encouraging them to look deeply into themselves, to approach self discovery with an "I am OK!" attitude, and you confirm their findings by intense listening, direct eye contact, and by ably restating the feelings of the student as he or she reveals them.

4. Self Disclosure

You, teacher, are everything in humanistic teaching. Your students will model your openness to self disclose. If you comfortably share yourself, showing a willingness to receive new insights, to admit you are also engaged, as the students are, in a process of life-long discovery, you will legitimize the discovery process for your students.

It is the exhortation of humanistic psychiatrists and psychologists that we are more than capable of understanding and handling our selves in a healthy manner. It is good to know, however, that most students experiencing a humanistic class for the first time depend on you for "permission", for a sense of "OKness", for the license to begin their personal explorations. Therefore, you, teacher, must know your own comfort boundaries and recognize what are your "safe" perimeters for talking about yourself. Self awareness does not in any way call for forced disclosure. On the contrary, individuals share what seems real and appropriate to them. In a "Language from Within" class, each person is free to respond. No one is required to do or say anything he or she does not wish to. This is a "golden" rule from which no one may absent him or herself. Individuals have varying learning rhythms, and insights arrive at various times in various ways. This goes for teachers too! Know yourself and what you feel is appropriate for you to disclose.

5. Journal Writing

It is helpful to have the students use a special notebook or journal in which they write their self reflections. This book should be separate from the regular class notebook because this journal contains their own private information. It is only for them and may be shared by another only with the permission of the individual who has written it.

HOW TO INCORPORATE A P.S. STRATEGY INTO YOUR EXISTING LESSON PLAN

Teachers handle confluent lesson design in one of two ways. Some begin with the strategy and decide on specific affective and interactive objectives. These objectives are implemented with cognitive language learning objectives followed by various grammatical structures which allow the target language practice of the strategies. Progression is from affective-interactive-cognitive.

Other teachers prefer to select cognitive objectives and to identify language structures to be taught or reinforced. They then choose an appropriate P.S. strategy which will allow the specific language practice to take place. Affect follows from specific content practice. Progression: cognitive-affective-interactive.

Let's see how these procedures work. We'll use the grammar and strategies from UNIT ONE, P.S. ONE as our model for the first procedure.

LESSON OBJECTIVES:

Action:

What I do to realize my values and goals in curricular activities.

Affective

1. The students will describe themselves in terms of colors and animals.
2. They will understand various facets of their personalities by reflecting on the meaning of the color and animal as they relate to each.

Interactive

1. The students will greet at least five other persons in the room while learning their name, color, and animal.
2. They will engage in a one-to-one dialogue with at least one other student.

Cognitive

1. The students will correctly practice the "I" and "You" forms of the verb to be.
2. They will correctly write and speak their selected color and animal.

3. They will successfully practice the traditional greeting forms: "Hello, my name is __________. What's yours?"

LESSON:

Procedure:

What the students do to achieve these goals.

Teacher: On the board I've written a list of colors. Which color is most like you right now? Write this color on a clean sheet of paper. Read your color to five other persons. Then listen to their colors. See how many you can remember.

Greet another person with your name and color. (Then students do color and animal.)

Now write on your paper your name, color, and animal. Show this to five others and speak to them using this model.

Hello, my name is __________.
My color is (or I am) ________.
and my animal is __________.
What's yours?

This time work with a partner (dyad) and repeat what your partner says; for example.

Hello, my name is Bill. I am green and I am a panther.

Your name is Bill. You are green. You are a panther.

Teachers may wish to provide guided lists of both colors and animals from which the students make **their** selections.

Reflection:

What I as teacher do to help the students maximize their own insights.

Use of Gestalt Vocabulary:

The purpose of this expanded dialogue is to provide the occasion for an "airing out" of the student's perceptions existing beneath the selected personal words. You help them to delve more deeply into "What's behind their spoken word."

Teacher: Bill, you are green. How are you like green? What do you have in common with green?

Bill: Green is fresh and soft. I am fresh (laughs) and sometimes soft.

Teacher: You are also a panther. How so?

Bill: I'm always looking for action and I'm fast.

When the students know each other quite well, it is helpful to have other students share their perceptions of an individual, thus affirming the individual's original statement that he sees himself as green and as a panther.

The strategies are powerful in themselves and do not require that a teacher lead the students into further self awareness such as we have just described. Again, you the teacher are your own expert and are always free to design what you see is best for you and the students.

In advanced classes, the dialogue may be in the target language. In beginning classes, however, you might prefer to have the students respond in English. You, then, encapsulate what they've said into the target language, and ask them to re-state their response in the target language expression you have just provided.

In this second example the teacher begins with the actual lesson (textual) material.

Procedure:

1. Select a particular lesson from your own text. Decide teaching objectives.

2. Select the appropriate confluent teaching strategy which will assist the learning and practicing of a designated grammatical structure. Decide your teaching objective for the affective (confluent) domain.

Sample lesson:

Let's suppose you are teaching the imperative. You are using a standard text. You have already introduced your students to the imperative forms and are now ready for them to practice these structures using their own words, meanings, ideas, values, concerns, interests, and feelings. The students will be discovering more about themselves while practicing the language structures. Your teaching objectives might look like this:

Teaching Objectives

Cognitive

1. The students will correctly practice the imperative forms of the verbs: to work; to begin; to enter; to hear; to look; to return; to prepare.

2. The students will select verbs of their own choosing and meaning and will practice them correctly in the imperative form.

3. The students will identify which persons in their lives give them these or similar commands.

Affective

4. They will cite what feelings they have toward the reception of these commands.

5. They will recognize which commands they most frequently give to others and they will decide whether these commands are similar to those which they have received.

Interactive

6. They will interact with each other by working in pairs and by asking each other facilitative questions:

   Whom do you see?
   What is happening?
   To whom are you speaking?
   Who is speaking to you?

Lesson: (Adapted from a standard text) "The Imperative"

Patterned Responses (Student **Repeat**)

Anyone want to watch television?	Sure! Let's watch television!
Anyone want to hear the news?	Sure! Let's listen to the news!
Anyone want to play tennis?	Sure! Let's play tennis!
Anyone want to begin?	Sure! Let's begin!
Anyone want to prepare the dinner?	Sure! Let's prepare the dinner!
Anyone want to go back?	Sure! Let's go back!

Directed Drill (Student Repeat)

Tell Marianne to work!	Marianne, work!
Tell Marianne to begin!	Marianne, begin!
Tell Mrs. Durand to come on in!	Mrs. Durand, come on in!

CONFLUENT TEACHING COMPONENT

Teacher: I will give you a list of commands. As you hear each one, see if you can think of someone who gives you this command. Let this person (these persons) come into your mind.

Look at television!	Who comes to your mind?
Listen to the announcements!	Who comes to your mind?
Play tennis!	Who comes to your mind?
Begin!	Who comes to your mind?
Prepare the dinner!	Who comes to your mind?
Return!	Who comes to your mind?
Work!	Who comes to your mind?
Come on in!	Who comes to your mind?

Teacher: Write down each of these commands and next to each one indicate which persons are involved. Then indicate whether your feeling towards the command and the person issuing the command are:

a) positive (P)
b) negative (N)

Teacher: Let's take some time now to share our responses. (Allow time for students to read their lists.) You might ask them to share responses in groups of four persons.

Teacher: I will write some commands on the board. I want you to complete them by adding whatever words come to you as you read the commands themselves.

Look ______________________________________!
Listen ____________________________________!
Play ______________________________________!
Begin _____________________________________!
Prepare ___________________________________!
Work ______________________________________!
Study _____________________________________!
Be ____!
Do ____!

Teacher: Now that you have completed your commands decide whether this is a command that you are giving to someone else, or whether you are receiving it from another. See if you can recognize feelings you have toward the command and indicate what these feelings seem to be.

Example: Work hard! My dad tells me this. Sometimes I feel angry.

Teacher: OK! I want you to close your eyes. I will lead you in a guided imagining. Take some deep breaths and relax yourself. Imagine now you are on stage. See the stage and see the people in the audience. These persons in the audience are important persons in your life and as you look carefully at them, they begin to give you commands. Listen to their demands. (Pause one minute) What are they telling you to do? Be aware of your feelings as you hear these commands. What are you feeling as you hear each one? Some of your feelings may be pleasant; others not so pleasant. Which demands leave you feeling "up tight"? excited? pleased? angry? scared? happy? (Pause one minute) Take a minute now to slowly come back to us here in this room. Then write down what you saw and what you heard from these persons. Also indicate your feelings.

Teacher Note: Allow the students to express themselves in English as well as in the target language. For those who may have chosen English to discuss their imagery, you will help them summarize their statements into a concise phrase which then becomes the target language practice structure. You give them a practice matrix sentence.

OK! Let's practice your responses. Here is your model.

(Command)	(Person)	(Feeling)
"Plan on going to college!"	(Mother and Father)	"scared"

Concluding Remarks on this Lesson: This exercise and confluent component provides the occasion for you to learn much about your students. At the same time you have the opportunity to share your life with them if you so wish. You will find that the mutual sharing of personal incidents energizes both you and your students, and will cause motivation for communication and continued sharing as vocabulary and structure continues to expand to serve the students as the medium through which they can express important and meaningful dialogues.

A WORD OF CAUTION AND CONCERN

Before using these strategies with your students, you should first try them with yourself and/or with other adults. Assess your own feelings and responses as you experience them. See what happens within you, what self insights develop. Then select which strategies work best for you. Ignore those you have little rapport with, or those which you sense just aren't right for you.

Be aware of your motivation in using the P.S. Strategies. Remember, "Language from Within" is designed for whole and wholesome growth. This implies an ongoing deepening of self identity and self appreciation, as well as the development of positive relationships with others and mastery of language skills. These goals co-exist one with and for each other, and they are directed to both students and teachers.

The subject matter (target language) of the class provides the vehicle for verbalizing what one discovers. Others in the class provide the questions, affirmations, and positive feedback. The strategies themselves provide the appropriate setting, the affective catalyst at whose touch reflection does begin. All three, self, others, subject matter are equal and necessary to the confluent teaching process.

If you find that some of your students resist affective work, or do not seem to be ready or willing to look within themselves and self disclose, affirm their need not to participate in the P. S. Strategies. Provide them with alternative work. Readiness differs among individuals.

Your students will grow stronger in their sense of self identity and worth if you appreciate them "where they are". You validate them as growing persons with a set of beliefs, values, concerns, fears, and subsequent choices. By helping them to become aware of their inner patterns, and by caring that they be "where they must be," you will invite them to move further. But the rhythm of growth belongs entirely to each person, and cannot be coerced to change its pace. You guide, encourage, foster this growth. You do not direct it.

Above all, trust your own wisdom and insight into the rightness and appropriateness of what you are doing. You are your own expert. The students are in your class to learn the language, but they are also there to share in the insights and provisions you are making for them to more deeply understand their own humanity. You can give them the tools, life long tools, for developing inner strength and wisdom, if you allow the language practice to be that of personal vocabulary. Keep one eye focused on your tri-fold objectives, and the other eye focused on the needs, preferences, and learning rhythms of your students. Your presence in a humanizing class is invitational. You are there to invite, encourage, and provide resources for learning. Your teaching responses must be appropriate to the readiness of your students.

CRITERIA FOR CONFLUENT TEACHING

The strategies follow the principles of confluent teaching. These principles parallel the recommendations of both humanistic and existential psychologists for providing energizing learning environments for self discovery and healthy ongoing positive growth. They are:

1. Awareness of feelings as the source of personal meaning. Subject matter is learned only when the student ingests it, sees how it is related to his or her personal life, allows it to provide new insight into his or her various personality traits, and gives it back recreated in a new form flowing from a personal encounter with the subject itself.

   Example: When practicing the verb "should", the students identify what expectations or "shoulds" are acting upon them at this moment. They identify the source of the "should" and cite what their feelings are toward this expectation. They decide whether the expectation is theirs, or whether they are living according to someone else's wishes.

2. Direct communication. The "I-You" encounter suggested by Martin Buber takes precedence in humanistic education. I do not talk about another; rather I address myself directly to him or her. Thus, in this booklet many of the strategies call for the students to work with a partner and to talk directly to that partner. Sometimes they will be talking to the partner as representative of him or herself, whereas at other times the partner will stand in as a given person in the student's life.

   Example: The students are working with the verb "to be" and the adjectives "happy", "sad", "tense", and "joyful". They are working in pairs (dyads).

   S#1 When are you happy?
   S#2 I am happy when I am with my friends.
   S#1 When are you sad?
   S#2 I am sad when I see sad films.

3. The use of non verbal forms of communication. Some of the strategies call for body awareness and communication. The students orally discuss their activities after they have used their bodies to express words.

   Example: The students are reinforcing their knowledge of the reflexive verb "to feel". You give them some feeling words and ask them to become the word, to own its properties, and to exaggerate the word.

tired
bored
enthusiastic

The students walk around the room and act as if they were feeling that way. When this is completed you conduct an oral drill by invitng the students to complete the following statements.

When I am tired I am ____.

They then show the class what their body does.

4. Living in the "here and now" immediacy of the classroom. Very often an actual situation becomes the content for language practice. The teacher selects happenings of the moment as springboards for language use and practice. The immediacy of the environment contains dynamic affective energies which spark learning.

   Example: Answer the following questions:

   What do you most like to do at home?
   on weekends?
   after school?
   immediacy in this class?
   right now?

   Imagine you could answer for the entire class. What does the class most like to do right here?

   We'll read our responses to each other. I'd like to hear what you say because you might give me some good ideas for making any changes in classroom procedures. Or you might affirm that you really like some of the things we're already doing.

   S#1 I most like to talk with others.
   S#2 I most like to practice my writing.
   S#3 I most like to dream by myself.
   S#4 I most like to speak with other people.

5. Developing positive and helpful relationships with each other. The students will utilize many opportunities to give each other positive feedback, appreciations, affirmations, and warm acknowledgements. Several of the strategies call for the students to recognize a positive trait in each other and to publicly state this awareness. Others allow the students to share mutual appreciation for each other. The teacher, of course, also involves him or herself in these positive statements.

   S#1 (to S#2) You are a friendly person. I appreciate you.
   S#2 (to S#1) You are a gentle person. I like your gentleness.

S#3 (to S#4) You are a warm and caring person. I feel good with you.
S#4 (to S#3) You are an intelligent person. I appreciate this.

6. The use of guided imagery ("fantasy journeys") as a means of self awareness. Several of the strategies call for the students to close their eyes and allow themselves to be led on fantasy journeys. They then discuss their personal imagery.

7. Responsibility for choosing and accepting consequences of choices. The students become aware of who they are and how they choose to act. They are willing to learn from their choices, and to use the consequences of these choices as the means to obtaining further knowledge or alternative possibilities for actions.

Example: The students are practicing the "I could" form of the verb.

T: Think of one decision you have made just recently. Write it on your paper. Imagine that you are surrounded by other persons who are giving you suggestions for how else you could have acted. Each person says "Well, you could have __________." What are they saying? When you have done this consider what would happen if you were to act upon their suggestions. Respond to each person: "If I had done that I would have ______________."

8. The use of projection exercises. These exercises, sometimes called "Synectics" or Gestalt Awareness Exercises, allow one to see him or herself in an object. By addressing oneself to the object, one sees his or her own self perceptions.

Example: Here are four objects to examine. As you look at each one say: You are ____________________ and I am ____________________.

S#1 apple	You are round and I am round.
S#2 sandwich	You are good for lunch and I am good for lunch.
S#3 large wood statue	You are big and beautiful. People like you. I am big and beautiful. People like me.

The first student later mentions that he feels he is a large person. The second student admits she has many friends and especially likes to socialize with different persons at lunch. The third student admits to feeling good about herself and her relationships.

9. Active Listening. The students learn the skills of listening to each other. Language repetition drills are excellent for developing these skills.

Example: T. In this exercise someone will make a statement in which feelings are expressed. The others will repeat both the statement and the feelings.

S#1 I got a "C" on a test yesterday and I feel lousy.
S#2 You got a "C" on yesterday's test and you feel lousy.
S#3 I just ate a great hamburger and I feel satisfied.
S#4 You just ate a great hamburger and you feel satisfied.

10. The use of art, music, dramatics, and poetry as means of expression.

Example: You play a popular song. The students listen to the words and/or phrases and discuss their feelings and imagery evoked by the song.

Song: "You Are So Beautiful To Me!"

T: List those persons in your life whom you find beautiful. Who finds you beautiful?

Once the song has been discussed, if proficiency level permits, the students can rewrite the song in the target language.

PREPARING YOU AND YOUR STUDENTS FOR CONFLUENT TEACHING

You want to prepare for confluent teaching in your classroom. You plan to structure your lessons according to the personal responses of the students. Their feelings, thoughts, ideas, hopes, dreams, opinions, fears, wants, interests, all form the mosaic of your language class. Their output becomes your input. Their personal vocabulary becomes the content of your language practice. Their affect provides you with core "meaning nodes" around which you structure your lessons.

From the very beginning you can set the tone for this personalized teaching by asking the students direct questions concerning their learning preferences. You invite them into the teaching process by asking for their responses to how they want learning to be in your class. Not all students may be able to give concise answers about their preferences. Chances are no one has ever asked them such questions as "How do you learn best?" "What kinds of activities do you prefer?" "What do you imagine will be the hardest for you to learn in this class?" Even if some are not ready to respond fully to your questions, by inviting their participation in your planning, you will set the tone of shared learning. The students will hear your message as one of concern and interest in them as unique persons with differing learning rhythms.

You will more clearly understand the need-value-interest framework of your students by asking them specific questions. Update the information once per quarter to keep abreast of the "latest" developments. It is good for them, too, to see the progression in their interests and feelings. If you feel the comfort level is high enough in your class, have the students read these aloud. You read yours, too!

Name: ____

What kinds of activities do you like best?

a) in school?

b) in general?

What things do you do well? What are some of your talents? Hobbies?

Do you prefer to a) work by yourself?
b) work with a partner?
c) work in small groups (4-6) persons?
d) work in large groups (8-12) persons?

What do you imagine will be easiest for you in this class?

What do you imagine will be hardest for you in this class?

How do you feel about learning a language?

Imagine you are teaching this class. As a teacher, what do you do that helps the class be the best possible?

How can I, your teacher, help you be the best possible student?

What can you do to help you be the best possible student?

Anything else you'd like to say?

Later on in the class, you can extract affective content from any one of these "loaded" situations. Here is an example.

> You are working with superlatives. You peruse these information sheets and extract the students' responses to the questions "What will be hardest for you in this class?" You design a language drill on this statement.
>
> T. What is the hardest for you to do in this class?
> What is the hardest for you to do in another class?
> What is the hardest for you to do at a party?
> What is the hardest for you to do in the morning?

Once the students have answered these, you might have them act out what is hardest to do in any of the situations.

> T. This time you'll act out what is hardest for you to do. We'll try and guess what you are doing.

Following this you might ask the students to read their original statements on the sheets and compare their responses then to those of the present time.

UNIT ONE

INTRODUCTORY LESSONS FOR THE FIRST MONTHS

Grammar:

1. The verb "to be"
2. Adjectives of description (solicited from students)
3. Personal Subject Pronouns: I You She He We They
4. Possessive Pronouns: my your his her our
5. Definite (the) and Indefinite (a an) Articles
6. Interrogative Pronouns: Who What
7. Interrogative Adverbs: When Where
8. Similes: to be like something or someone
9. Indirect Pronouns: to me to you

P. S. Confluent Teaching Strategies:

1. Describing self in terms of: color
   adjective
   animal
   personal symbol
2. Selecting important persons in one's life.
3. Listing ten words of personal importance.
4. Rankings in order of preference.
5. Completion of feeling statements: "I am happy when....!"
6. Identifying feelings with places:
   "happy" "I am happy in my class."
   "nervous" "I am nervous on the freeway."
7. Identifying feelings with imagery.
8. Life Style Preference Chart.
9. Identifying a "favorite" person or thing.
10. Projection Exercises (transferring a personal trait to another person or thing)
11. Voting (owning preferences)

P.S. ONE

Teacher Note: You make the choice as to whether you will prepare a guided vocabulary list from which the students select their responses. Some teachers prefer to design guided vocabulary lists whereas others leave the students free to create their own responses. In this latter situation the teacher must then give the students the desired vocabulary.

1. Teacher: Let's begin by introducing ourselves. Here's the model.

Hello! My name is ______________________. What's yours?
I'm ______________________________.

T. Now that we've told our names, I want you to tell one adjective that describes who you are. Here's the model.

I'm (name) and I'm (adjective).

T. Here's the question you will ask each other.

Who are you?
I'm (name).
How are you?
I'm (adjective).

T. For this you will work with another person as your partner (dyad). Person #1 will ask person #2 the question: "Who are you?" and "How are you?", and person #2 will respond. Then reverse the roles.

Teacher Note: At this early stage some teachers prefer to keep the students in one group rather than asking them to work in dyads. The teacher decides when is the right time for the students to work in groups or dyads.

2. T. This time use a color to describe yourself. What color describes how you are feeling right now? Here's the model.

I'm (name) and I'm (color).

T. Here's the question you will ask each other.

What color are you?
I'm (color).

T. Work with a partner. Person #1 will ask person #2 the question: "What color are you?" and person #2 will respond. Then reverse roles.

3. T. Describe yourself as an animal. What animal is most like you right now? Here's the model.

I'm (name) and I'm (animal).

T. Here's the question you will ask each other.

What animal are you?
I am (animal).

T. Now work with a partner. (Same procedure as before).

4. T. Think of something that symbolizes you. Give me your symbol and I will tell you the word in (target language). Here's the model.

I'm (name) and my symbol is ____________.

T. Here's the question you will ask each other.

What is your symbol?
My symbol is ______________________________.

T. Now work with a partner.

5. T. OK! Now let's write conversations introducing ourselves to each other. Here is the model.

Hello, my name is ____________________.
I'm ____(adjective)____________________ right now and I am
____(color)____________________. I'm ____(animal)________
and my symbol is ______________________________.

T. After you have written your introduction read it to another person. Then read it to three others in the class.

Teacher Note: You may wish to expand the above drills to include the use of the other pronoun forms: He · She

Example: What is her adjective?
What is his color?

ACTIVITIES:

1. The students write their names, adjectives, colors, animals, and symbols on an index card and wear it during the class. They then mill around the room looking at the other cards to determine similarities and differences between themselves and the others in the class. The teacher might then ask for a show of hands: "How many people are orange?" "How many people are nervous?"

2. The students draw their symbol on a small card. They then form groups of six persons and decide which are the similarities among their symbols. They then design a group symbol. A conversation may follow:

1. Our symbol is ______________________________.
2. Our color is ______________________________.
3. Our adjective is ____________________________.
4. Our name is ______________________________.

The students make posters illustrating their group work and the teacher places them around the room.

3. The students describe you their teacher in terms of an adjective, color, animal and symbol.

P.S. TWO

1. T. Now I want you to name the important people in your life. Here is the model.

The important people in my life are: ______________________.
______________________.
______________________.

T. Here's the question you will ask each other.

Who are the important people in your life?
The important people in my life are ______________________.

T. Since you know some adjectives, colors, animals, and symbols, I want you to describe each important person in terms of these. Here is the model.

The important people in my life are ______________________.
She/he is (adjective)__________, (color)__________
(animal)__________ and (symbol)__________.

ACTIVITY:

The students draw themselves surrounded by the important people in their lives. They draw each person in one color and then write the adjective, animal, color, and symbol for each person. The drawings can be posted around the room as visuals for vocabulary expansion.

2. T. List ten words which are somehow very important to you. When you have done this compare your list with three other persons.

T. Take your ten words and rank them in order of importance to you. Number 1 will be the most important word and number 10 will be the least important.

T. Find three others and exchange lists. The four of you will make only one list of words taken from the words you have each selected. You come up with the ten most important words to the group.

T. When you have decided upon the ten most important words then give them a group ranking. The group decides which is #1 and which is #10.

ACTIVITY:

On a large piece of paper have each group write their group rankings and post them around the room. Ask the students to see how their own lists are similar to or different from those of the others. Then have the students identify which class members had similar rankings as themselves.

P.S. THREE

1. T. I will give you a list of feeling words. When I do this, I want you to think of a place that reminds you of this feeling. For example, if I say "happy" you become aware of what place you associate with "being happy". I might say "happy" and your response is "football games".

happy
sad
nervous
peaceful
scared
excited
tense "up tight"
free
angry
"on a high"

T. Here's the model.

I am ___(feeling)___ when I am ___(place)___.

Teacher Note: Have the students repeat the exercise, only this time, limit the scope of responses to be within the school environment. Ask the students to identify a place on campus where a particular feeling is evoked. You may also wish to teach the prepositions in at prior to this lesson.

ACTIVITIES:

1. The students draw each place and write the feeling corresponding to that place. An expanded drill might be:

I ___ ___(feeling)___ (place)___.

I am ___(color)___ (place)___.

2. Call out the feeling words and ask the students to use body language to express their own sense of the word. You say "happy" and the students dramatize "happy" as they perceive the word's meaning. You might even ask them to become the word "happy" and to let their body positions and actions express "happy".

2. T. Now I want you to list all of the feelings you experience in a given week. Next to each feeling write the names of the places, circumstances, and persons surrounding this feeling. Here is the model.

feeling: "happy"
place: "school yard"
persons: "Larry, Terry, and Anne"
circumstances: "I am eating lunch and talking."

T. Now you will ask each other questions. Here are the four questions:

How are you? ___(feeling)___.

Where are you ___(feeling)___. I ___(feeling) (place)___.

Who is with you? ___ is (are) with me___.

What are you doing? ___________.

Teacher Note: Prior to this lesson you might wish to teach the interrogative pronouns Who What and the interrogative adverb Where. You might also provide the students with a variety of verbs from which they choose their response.

ACTIVITIES:

1. You call out a particular place at the school such as "in the hallways" and ask the students to respond by citing what feelings are evoked there. This is done verbally.

Example: T. "In the hall."
S. "I'm ___(feeling)___ in the hall."
T. "In the gym."
S. "I'm ___(feeling)___ in the gym."

2. Ask the students to work in groups of four. Each group will draw the school using various colors to symbolize their feelings regarding each place of their selection. They then write at each place the names of each person in their group with corresponding feelings.

Example: "The gym"

Student #1 ___(feeling)___ in the gym.
Student #2 ___(feeling)___ in the gym.

"The chem. lab"
(Same procedure)

P.S. FOUR

1. T. Now we will discuss our families. List all members of your family. Next to each member mention an adjective that describes your relationship with this person. When you have done this then mention an adjective given to you by each family member. For this last part you will imagine that you are another member of your family who is describing you. Here is the model.

You are my __(family member)__. You are __(adjective)__.

When you reverse roles use this model.

You are my __(son, daughter)__. You are __(adjective)__.

T. Give each person a symbol which expresses his/her personality as you see it. Use this model.

You are __(adjective)__. Your symbol is ________.

2. T. Call into your memory the three persons in your family who are close to you and with whom you have a good relationship. Now ask each one to tell you what they like about you. When they have told you this, then you respond and tell them what you most like about them.

T. Write down the most important nouns and adjectives these persons used to describe you, and those which you used to describe them. When you have done this, share your images and conversations with three other persons. Use this model.

My __(family member)__ says to me: "You are ________."

T. Now work with a partner. Here is the question you will ask each other.

What does your __(family member)__ say to you?
He/She says: __(Your name)__, you are __(adjective/noun)__.

Teacher Note: Before presenting this lesson you may wish to introduce the indirect pronouns to me to you. You may also wish to practice formulating questions with the students. This lesson could also be used to include the teaching and practicing of the indirect pronouns to him and to her.

Example: What does his __(family member)__ say to him?
His __(family member)__ says: __(Name)__,
you are __(adjective or noun)__.

P.S. FIVE

1. T. I will call out a list of words. If you are like that word in any way then raise your hand.

newspaper
radio
comic book
typewriter
apple
classical music
rock music
coke
Levi pants
shoe
fudge sundae
pizza
football
stereo
VW
pencil
mirror
rose

T. Now each of you write ten of the words which seem to be most like you, or you like them. Read your list to three other persons and see the similarities and differences between you and them.

T. For this next part you are each going to learn new verbs to help you describe when you are like the particular article. For your responses choose either a verb or an adjective to answer. Here is your model.

I am like a (newspaper) when I am (adjective).
I am like (classical music) when I (verb).

T. Here is the question I want you to ask each other.

When are you like (the article)?
I am like (the article) when I (adj. or verb).

Teacher Note: You may prefer to prepare a list of possible verb responses from which the students may choose their responses. You may also leave the responses open ended, in which case, you supply the correct verb form. You will also want to introduce the interrogative adverb When.

ACTIVITY:

Ask the students to become (own the properties of) each of the words. They then dramatize themselves as that particular object. You say: "Now you are a coke. How are you?" And the student becomes a coke and acts out a response. The students might enjoy doing a group collage (acting out) of each word.

2. T. Think of some famous persons. Think of how they are. Imagine their personalities. Next to each of the eighteen words I gave you place the name of a famous person who is in someway very much like that object.

T. OK! Now I will ask you: "Who is like a newspaper?" and you respond with the name of a famous person who is in someway like that object. Here is the model.

Who is like a newspaper?
(Famous person) is like a newspaper.
When is (famous person) like a newspaper.
(Famous person) is like a newspaper when
(verb/adj.).

T. Let's do the same exercise but this time we'll substitute types of foods for the words mentioned before. When I mention the food you tell me what famous person is like that food.

beef taco
bagel with cream cheese
pepperoni pizza
spaghetti
vegetable salad
lobster
tomato soup
pastrami sandwich
bologna on white
ham on rye
chop suey
fried chicken
hot dog
steak

T. Now go through the list and see which foods are most like you. Say: "I'm like a ____________________ when I am ____________________."

Teacher Note: This exercise provides the occasion for you to teach a variety of food terms in the target language. The students will see that some food names remain the same in all languages. If these are beginning students the "when I am ____________" might be stated in English.

ACTIVITY:

Ask the students to bring in pictures of foods. They then write the name of the food in the target language and they include the name of the person whom they associate with the food. They also indicate how they are like a certain food.

P.S. SIX

1. T. Now we are going to design our own "Life Style Preference Chart". This chart consists of identifying your favorite clothes, music, television programs, and the like. In the column closest to you indicate your preferences. In the three other columns you copy down the preferences of the three other members in your group.

(SEE ATTACHED CHART)

T. You indicate your preference in each area. When you have done this then meet with three other persons and compare your responses with theirs.

T. Work with a partner and ask each other questions. Here is your model.

What is your favorite ________________________?
My favorite ____________________ is ____________.

T. Now make out a "Life Style Preference Chart" for another member of your family. You imagine yourself to actually be this person (family member). You respond to the chart as they would respond. Note the similarities and differences between you and this other person.

LIFE STYLE PREFERENCE CHART

dress style				
record				
singer				
T.V. program				
movie				
actor				
actress				
author				
magazine				
hobby				
saying				
food				
dream				
love				
belief				

UNIT TWO

VERBS IN THE PRESENT TENSE

Grammar:

1. "to have"
2. "to like"
3. "to hear"
4. "to see"
5. "to wish or to want"
6. "to prefer"
7. "to go"
8. "to know" (facts and persons)
9. "to believe"
10. "to hope for"
11. "to dream"
12. "to be able to"
13. "to need"
14. "to remember"
15. "to choose"
16. "to do"
17. "to succeed"
18. "to feel"
19. "to seem"
20. "to laugh"
21. "summary exercises"

P.S. CONFLUENT TEACHING STRATEGIES:

1. Imaginings
2. Listings
3. Responding Spontaneously
4. Guided Fantasies
5. Making Demands
6. Choosing
7. Guided Imagery
8. Sentence Completions
9. Owning Statements
10. Projections
11. Rankings
12. Internal Dialogues
13. Stating Needs
14. Musings
15. Conversations with other persons

P.S. ONE "to have"

1. T. I want you to imagine that you are in your own room. You are taking the class on a guided tour of your room at home. You are telling us what you have there. Here is your model.

   This is my room. I have ____________________.

   T. Now work in dyads. Use this model.

   In my room I have ____________________.
   What do you have in your room?

2. T. Now imagine you are looking at yourself in a mirror. You are thinking about all of your personality gifts such as charm, humor, intelligence. Listen to yourself telling yourself about your gifts. Here is your model.

   I have ____________________.

   T. Work in a dyad with another person. Here is the model.

   What gifts do you have?
   I have ____________________.

3. T. Make a list of your most prized possessions. When you have done this find three other persons and read your list to them. See if you and the others have similar responses.

4. T. Now imagine you are forty five years old. You have finished school and your life has a definite direction to it. See what you are doing. Notice where you are living; whom you are with; how you are feeling. Then list all of the things you have, both materialistic and non materialistic. When you have done this share your "haves" with three other persons.

5. T. Call into your memory special persons in your life. Think of something each has given you that you cherish very much. This might be a personality gift, or it might be a tangible object. Here's an example:

Special Person	Cherished Possession
Mother	patience
Older Brother	good advice
Mr. Rogers	autographed baseball

When you have completed your list compare it with someone else in the room. Say: "I have ____________________."

ACTIVITIES:

1. Have the students either draw pictures of themselves or, using magazine pictures, make collages of themselves. They then label the picture with their various "haves".

2. The students imagine that they are reporting on themselves. They are commenting on themselves at the age of forty five. They make the statement: "I am forty five. I have ___________."

3. If the students know each other fairly well, you can ask them to pick one other person in the class and to describe that person and what he/she has at the age of forty five (future predictions). Make a ditto copy of the "predictions" for everyone to read.

P.S. TWO "to like"

1. T. Make a list of ten things you like:
   a) at home
   b) at school
   c) in general

   T. Now share your responses with a partner and see what you each have in common. Say:
   "At home I like ______________."
   "At school I like _____________."
   "In general I like ____________."

2. T. Now imagine you are back in first grade. List both the persons and things you like as a first grader. When you have done this then be in sixth grade. Then be in college (or be twenty years old). Who and what do you like?

   T. Work in groups of four and share your responses. Here is your model.

   Now I am in first grade I like ___(persons and things)___.
   Now I am in sixth grade. I like ____________________.

3. T. Now list all of your favorite persons. Next to their name write: "I like you because you are ___(adj. or noun)___."

   T. Now reverse what you are doing. This time call into your memory all those people who really like you. Listen to them tell you why they like you. They are saying: "__(Your name)__ I like you because you are ___(adj. or noun)___."

   T. Now work with three other persons. Sit facing each other. Look at the person across from you and tell them one thing you like about them. Do this until you have given each person your statement. Here is the model.

   I like your________________________. Or I like you because you are _________________.

Teacher Note: This is an excellent opportunity for you to do the same thing with your students. You tell each of them what you like about them. Then you might invite them to do the same to you.

ACTIVITIES:

1. The students draw themselves in their notebooks or journals. They also draw those persons whom they like and who like them. Next to each person is written the message: "I like you because you are ____."

2. The students bring some favorite objects to class. They show them to the class saying: "I like __________________________." You might expand this into a question-answer drill: "I like __________________________. Do you like ____________________?" This might also be a good time to introduce the interrogative pronoun Who. "Who likes ___________________________________?"

P.S. THREE "to hear"

1. T. Listen to the sounds around this room. What do you hear?

I hear ____.

T. Now you are in a football stadium. What do you hear?
Now you are in the mountains. What do you hear?
Now you are at the beach. What do you hear?
Now you are inside your body. What do you hear?
Now go anywhere you'd like and tell us what you hear.

T. Find a partner and ask each other these questions:

Where are you?
I am ____.
What do you hear?
I hear ____.

2. T. I will give you certain situations. Imagine you are in these particular situations. Listen to the sounds.

You've just eaten a sandwich. What do you hear?

You're jumping. What do you hear?

You're coughing. What do you hear?

You are nervous because you are about to take a test. What do you hear?

You are trying to decide if you will go out with a particular person who has invited you for a date. What do you hear?

You've just returned home from school and you are alone in your room. What do you hear?

You are angry with yourself for doing something you don't like. What do you hear?

You've just done something really great and you're feeling "on top". What do you hear?"

Teacher Note: In the above eight exercises the students may wish to cite only words or phrases they hear themselves saying to themselves such as: "Hey, that was super!" In this case let the students make the entire statement. You then help them to focus on individual words or phrases that they can work with in the target language. For example, the student might say: "I hear myself saying that I'm great and that I handled the situation as if I were really in command. I feel good about that." For your use as a language drill you might suggest the student work with: "I hear my voice. I hear praise. I hear excitement."

P.S. FOUR "to see"

1. T. Close your eyes. In your imagination travel to your favorite place. What do you see? Keep a mental note of all the important things you are viewing. When you are ready open your eyes and write down what you have just seen. Use this model.

   I am ____(place)____________. I see ______________________.

   T. Share your list with a partner.

   T. Make a list of all the hurtful destructive things present in your environment. These are items you might wish to get rid of. When you have done this work with a partner. Here is the model.

   What harmful things do you see?
   I see ____.

   T. Repeat this same exercise only this time substitute helpful for harmful. What helpful things do you see?

2. T. You are living in the year 2000. What do you see as you are walking down the street? Here is the model.

   q It's the year 2000. I am (place)__________. I see ____________.

   T. Now decide if what you are seeing is either helpful or harmful. Do this by placing a + by each helpful item and a - by each harmful item.

3. T. This time you are in a spaceship circling the entire earth. From your position you can survey the whole world. What do you see? Be sure to include not only persons and things, but events as well: meetings, games, conferences, wars. When you have done this indicate by a + or a - whether the event is helpful or destructive to mankind. Then share your list with three other persons. Use this model.

   From my spaceship I see ______________________________.
   What do you see from your spaceship?

   Teacher Note: For the smooth functioning of this lesson it might be helpful to either introduce or review the interrogative pronoun What. You might also want to introduce or review the possessive pronouns my your.

ACTIVITY:

For each of the previous exercises have the students illustrate where they are and what they are seeing. They then label the illustrations in the target language. Be sure to have them decide the helpfulness or destructiveness of each item.

P.S. FIVE "to wish" "to want"

1. T. Think of all the things you want right now. List them. When you have done this add the name of the person or persons who could possibly give these things to you. If you are the source then name yourself. Then share your list with another person.

   I want ____.
   What do you want?

2. T. It's your birthday. Your parents ask you what you want. You tell them. Practice doing this with three other persons. Use this model.

   It's your birthday. What do you want?
   I want ____.

   T. Now address yourself to me, your teacher. What do you want from me? First write your responses. I will then ask for volunteers to read them.

   Teacher Note: Listen carefully to what the students are saying. Some responses may be the "impossibles" but chances are you may receive some insights into how you can match your teaching to the learning needs of the students. You might also take this occasion to tell your students what you want from them. This can be a beautiful experience, especially if the list of wants includes real human needs: understanding, warmth, encouragement, presence. You can either address yourself to the entire class or to each individual.

T. Now I want you to close your eyes. I will lead you on an imaginery journey. You are walking along a really beautiful road. Take a moment to enjoy the scenery and to sense your own relaxed feelings as you are taking this walk. While walking along this road you notice a box in the center of your road. You approach the box and you notice that it is very beautiful. You decide to open it and inside you find three things you have always wanted. Look carefully at those three things. What are they? When you have a clear picture of them write them down. Then share your fantasy with a partner. Use this model.

What is in your box?
There is (are) ______________________________ in my box.
What do you want?
I want ______________________________.

ACTIVITY:

Have the students draw their fantasy and ask them to reflect on their mood as they do this. Tell them to draw the box and to illustrate what is in the box. Somewhere on their drawing they will write the sentences: "I want ______________________________." Then ask them to cite who will help them obtain what they want.

3. T. Select five important persons in your life. Tell them what you want for them. Here is the model.

(Person's name)____________, I want ______________ for you.

T. Name five people who think of you as being important to them. Listen to these people telling you what they want for you.

(Your name)____________, I want ______________ for you.

T. Now let's practice these wants in dyads. Find a partner and tell him/her all the helpful things you want for him/her. Your partner will then do the same for you. Use this model.

For you I want ______________________________.

T. Now you will work in groups of four. First list your personal gifts. "I am beautiful. I am intelligent. I am athletic. I am humorous." Then listen to the others in your group. When each person has spoken his/her gifts then ask each other for those gifts you might like for yourself. Here is the model.

___(Person's name)________, you are ________________. I want your ______________________________.

Teacher Note: For this exercise you might want to listen to the adjectives contributed by the students and then you give them the most appropriate noun form. For example, a student says: "You are beautiful. I want your ____(beauty)________."

P.S. SIX "to prefer"

1. T. I will give you several choices and I want you to decide which you prefer. You'll move around the room for this exercise. I will call out two items and you will either go to the right or to the left depending on which item you prefer.

	Right	Left
Do you prefer	tacos?	pizza?
	Volkswagens?	Fords?
	hamburgers?	hot dogs?
	mountains?	beaches?
	airplanes?	boats?
	jazz?	rock?
	movies?	television?
	mornings?	evenings?
	outdoor activities	indoor activities?
	talking?	listening?
	working alone?	working in group?

(add whatever items might be of particular interest to your students)

T. OK! Now that you have chosen sides I'll read the list again and this time I want you to write your responses: "I prefer ________________________." Do this immediately after I give you the two possibilities.

T. Let's work in groups of four. You will ask each other: "What do you prefer?" Notice whose preferences are like yours.

2. T. Someone has just told you they will give you enough money to travel anywhere in the world. Name the country you prefer.

T. Someone has just invited you to a restaurant of your choice. Which restaurant do you prefer?

T. Someone has just given you $100 for use in your favorite store. Which store do you prefer?

Teacher Note: In any of these exercises you might ask the students to work in dyads and, after sharing answers, they address each other with: "You prefer ____________________ but I or (and I also) prefer ______________________________."

P.S. SEVEN "to go"

1. T. I am going to identify particular feelings for you and I want you to say where you are when you sense these feelings. Where do you go to:

be alone?
relax?
feel cared for?
feel happy?
feel secure?
feel supported?

T. Use this model for your responses.

When I want to _(be alone)_____ I go ____________________.

T. Now read your responses for each one to a partner. See if you chose similar places for the same feelings.

2. T. Answer the following statements with: "I go ______________."

On weekends I go ______________________________.
Monday mornings I go ______________________________.
For lunch I go ______________________________.
When I'm hungry I go ______________________________.
When I want money I go ______________________________.
When I want affection I go ______________________________.
For vacations I go ______________________________.
When I am tired I go ______________________________.
When I am depressed I go ______________________________.
Third period I go ______________________________.
When I want to be heard I go ______________________________.

(Ask the students to supply the first part as well.)

T. Now work with a partner. You will ask each other the questions:
"On weekends where do you go?"
"Monday mornings where do you go?"

3. T. I will give you a list of various professions. Imagine you are in that profession. Where do you go as this person?

I am a movie actor (actress). I go ____________________.
I am an author. I go ______________________________.

I am a politician. I go ______________________________.
I am a librarian. I go _______________________________.
I am a musician. I go ________________________________.
I am a singer. I go __________________________________.
I am a student. I go _________________________________.
I am a minister. I go ________________________________.
I am a businessman/woman. I go _______________________.

(Add any persons with whom the students might identify.)

Teacher Note: It's fun to expand this drill to include specific persons. The students name a person such as Howard Cosell and they say: "I am Howard Cosell and I go ____________________."

4. "Let's go!"

T. Right now if you could go anywhere in the world where would you go? Close your eyes for a moment and see this place where you want to go. Imagine you can actually go there with some other people. Say to your friends: "Let's go ________________."

T. You are a school guide showing visitors around the campus. You say: "Let's go!" Which places do you choose to show them? Begin by saying: "Let's go ______________________________."

T. It's three o'clock. School has just ended. You tell some people where you want to go. Say to them: "Let's go ______________________________."

T. Someone approaches you for help. This person is seeking your advice. You respond to him/her by suggesting that you both go to a particular place. Here is the model.

I need money. Where do I go?
Let's go ____.
I need personal support. Where do I go?
Let's go ____.
I need help with some classes. Where do I go?
Let's go ____.
I need career information. Where do I go?
Let's go ____.
I want a quiet place to just think about things. Where do I go?
Let's go ____.
I just want someone who will listen to me? Where do I go?
Let's go ____.

(Ask the students to supply other situations.)

Teacher Note: This exercise may be revised to utilize the "you go" form of the imperative.

Teacher Note: For the above exercises you might introduce each situation by leading the students in a fantasy. Have them close their eyes and imagine that they are actually in a particular place. Give them time to experience the place and to assess their own feelings about being in that place. Give them a few moments to return to the room and to write an account of what happened to them as they engaged in this fantasy. Have them draw in color what the place looked like and to describe the other meaningful persons and places included in the fantasy.

P.S. EIGHT "to know how to do" something

1. T. List all the things you know how to do. When you have done this compare your list with another person. Here's the model.

   I know how to ________________________________.
   What do you know how to do?

   T. Now go through your list of "know hows" and rank them in order of their importance to you. Compare your list with another person.

   Teacher Note: You may find it necessary to present the special construction for "how to do something" if your language demands a special construction.

   T. Now that you have listed all the things you know how to do, add those things you wish you knew how to do. Dream a little! Use the same model as before but this time when you say "I know how" you really mean "you wish you knew how".

   T. Now I want you to answer in one or two words what is keeping you from knowing how to do that thing you wished for? Is it another person? A situation? Something in you? Is it possible that with effort and belief in yourself you can actually learn how to do this thing? Here's the model.

   T. What's keeping you from knowing how to ______________?
   S. (One or two word response.) ________________________.

2. T. Now form groups of four. I want each of you to make ten statements of what you know how to do. Some of your statements will be true and others false. The other members of your group will try and guess which are true and which are false. Here's the model.

   I know how to ________________________________.
   That's true or (that's false).

T. Now imagine yourself to be a famous person. As this person what do you know how to do? By famous person I mean someone who is really important to you. Here is the model.

I am ____.
I know how to _____________________________________.

3. "to know a person"

T. Now look around this room. See whom you know and write their names on a piece of paper. When you have done this read your list to three others. Say: "I know ____________________."

T. Now find one person in the room whom you don't know. Meet this person. Tell them a few things about yourself and ask them some information about themselves.

Teacher Note: Repeat this exercise frequently until the students have met everyone in the class.

4. T. Now think of all the people who have helped you in any way. List these persons. When you have done this share your list with another person. Say: "I know ____________________."

T. Work with a partner. Look at him/her and mention what gift this person brings you. Then mention another person who has helped you. Indicate what help they give you. Use one or two words to describe the help. (Facing partner) You give me ______________________________.

Whom do you know?
I know (Person)____.
What is their gift to you?
____.

Example: I know Bill.
encouragement

Teacher Note: It might be helpful to supply the students with probable vocabulary responses indicating the gifts. They then choose their own responses from your guided list. This exercise provides an excellent opportunity for teachers to appreciate the gifts of their students.

5. "Summary Exercise"

T. Now I will ask you a series of questions. You respond with:

a) I know a lot
b) I know some things.
c) I don't know anything

What do you know about finances?
cars?
sports?
politics?
your city recreation dept?
religion?
health clinics?
our school administrators?
student government?
the others in this class?

Teacher Note: This exercise affords you the occasion to solicit from the students ideas for what students should know. You can then include these "shoulds" in the list. This might provide the opportunity for students to pick up helpful items of information.

ACTIVITY:

Have the students draw the most important persons in their lives. They will use colors to determine their feelings about each person. They then indicate what they know about each person and what each one knows about them.

P.S. NINE "to believe"

1. T. List all the people in whom you believe. Share your list with another person and notice similarities and differences. Say: "I believe in ____________________________."

   T. Now mention other things, systems, or ideas in which you believe. Use the same model as before. Share this with one other person.

   T. For this next part you will work in dyads. Ask each other the questions: "In whom do you believe?" "In what do you believe?" Ask each question five times. When you have done this then switch and let the person who did the asking now become the responder.

2. T. Now think of all the people who believe in you. Let a clear picture of them come into your mind. Listen to them tell you that they believe in you. One by one these persons approach you by saying: "(Your name)_____, I believe in you." After listening to those persons find a partner and tell him/her who these people are in your life. Here's the model.

   Who believes in you?
   ___(Person's name)__________________ believes in me.

ACTIVITIES:

1. The students draw pictures of all the people who believe in them. They draw themselves as the center surrounded by all these supporting persons.

2. Using colors, the students write out their list of personal beliefs and rank them in order of their importance. They then post them for all to see. When the students have had the chance to see every list, they then choose which person's beliefs are closest to their own, and which are furthest. Give them time to talk with the person who is most like them and the one least like them.

P.S. TEN "to hope for"

1. T. List ten things you hope for. Next to each indicate whether:

   a) you are certain to obtain it (C)
   b) you will probably get it (P)
   c) you will never get it (N)

   T. Work in dyads. Ask each other this question five times. "What do you hope for?"

2. T. Be your mother. What does she hope for? In answering remember to answer as she would. You are acting as this person now.

   Now be your father. What does he hope for?
   Now be an important person in your life. What does he/she hope for?
   Now be your teacher. What does he/she hope for?

   T. Let an image of these persons come into your mind. One by one address them with: "You hope for ____________________."

   T. When you have done this listen to them telling you what they hope for. Write down what they are saying.

   Teacher Note: Different languages show varied forms of dealing with the idea of "hoping for" something. Be sure to prepare your students for using this form.

3. T. Imagine yourself to be some famous person in history. What do you hope for? Share this with another person. Here's the model.

   I am ________________________________. I hope for ______________.

ACTIVITIES:

1. Illustrate the persons in your fantasy and indicate what both you and they are hoping for.

2. Have the students write on a small piece of paper those things in their lives which are important to them. Have them indicate which they have and which they are hoping for. Then ask someone to decorate a box and put all their "hopes" in the box for prominent display in the classroom. You can also fill balloons with helium and put these papers inside the balloons. Then let the balloons fly free into the sky.

3, "Celebration of Each Person". Each student is given an envelope and is asked to decorate it. These envelopes with name showing are posted around the room. Each student writes on a piece of paper one hope for the other students and places this message inside the appropriate envelope. Each student receives his/her envelope filled with the "hopes" of the other class members.

P.S. ELEVEN "to dream

1. T. Close your eyes and visualize your favorite dream. What does your dream look like? What color is your dream? What does your dream do to you? How do you feel when in the presence of your dream? When you are ready to describe your dream in writing and use the colors to illustrate it. When you have finished this share your dream with another person.

T. Think of a few words which summarize your dream. You will use these words to talk to your dream. Tell your dream about itself. Say: "Dream, you are ______________________ (adj. and nouns) ______________________!"

T. Work in dyads. Ask each other the question: "What do you dream?" Your answer is: "I dream about ____________."

2. T. I want you to list as many dreams as you can think of. You'll have two minutes for this. When you have completed your list share it with a partner. Repeat the phrase "I dream __________ and I dream ____________________."

3. T. Imagine yourself to be six years old. As a six year old what are your dreams? Write as many dreams as you can think of.

T. Imagine yourself to be eighty years old. What are your dreams as an eighty year old?

T. Work in dyads. Here is the model.

You are six years old. What are you dreaming?
I am dreaming ____.
Now you are eighty years old. What are you dreaming?
I am dreaming ____.

Teacher Note: If the students have not already studied age then you might give them the form telling them they are not responsible for mastering this point of grammar.

ACTIVITY:

Have the students draw their dream
- a) now
- b) at six years
- c) at eighty years

If clay is available you might ask them to model their dream, to give it a tangible form.

They then label each part "I am dreaming about ______________________."

4. T. Now I will ask you to be in various situations or places. What are you dreaming about?

You are on an island. What are you dreaming?
in a sail boat. What are you dreaming?
at a rock concert. What are you dreaming?
in class. What are you dreaming?
in a record shop. What are you dreaming?
in the dentist chair. What are you dreaming?

P.S. TWELVE - "to be able to"

1. T. List twenty things you are able to do. When you have done this indicate whether you do these things alone or whether you do them with others. Compare your list with three other persons.

T. Review your list and rank each thing you can do in order of its importance to you. Number #1 will be the most important. When finished compare your list with three others.

T. Review your list again. Indicate which of the things you do is

- a) necessary for survival (S)
- b) lots of fun (F)
- c) helps others (H)

2. T. Imagine you are trying to please your family, and you are telling them those things you can do that you know will please them. Which things do you cite?

3. T. What things do you do in this class? Indicate which activities help you and which cause you problems.

   T. Write a short letter to me your teacher. Tell me what things you do in class that you wish I would recognize. Say: "I can do ____."

   T. Tell me what I can do to help you in this class. Say: "You can do __________________________ to help me."

4. T. Call into your mind someone whom you admire very much. Talk to that person and tell them what they can do that you admire so much. Use the model:

   You can __________________________ and I admire you.

   T. Imagine that this same person is telling you what you can do that they admire. What are they saying?

   ___(Your name)_______________________, you can ____________ and I admire you.

ACTIVITY:

Give each person a paper cup. A sack will also work. On the outside of the cup or sack the person indicates what he/she can do that is fairly obvious to everyone else. On the inside he/she indicates which things few or none know about.

5. T. Think of three things you wish you could do. Give yourself the power to do them. List these three things as if you can really do them. Read them aloud to yourself and see how it feels making the statement: "I can do ________________."

   T. Add to your list three things you can do. Form groups of four persons and read your six "cans" to the group. The group will guess which you can do and which you wish you could do.

P.S. THIRTEEN "to need"

1. T. List all that you need for survival. Say: "I need ________________________." Then list all that you need to be the best person possible. Then list all that you need to do well in this class.

   T. Now work in dyads. Ask each other the question:

   What do you need to survive?
   What do you need to be the best person?
   What do you need to do well in this class?

2. T. Select important persons from whom you need something. Address yourself to them by saying: "I need ______________________ from you." Then substitute the words "I want" for "I need". Notice if your feelings change as you switch words.

3. T. Imagine you are a refugee from another country arriving in the United States. You are telling an immigrations officer what you need. What do you say?

   T. Of the needs you mentioned which are your

   a) most basic needs?
   b) job needs?
   c) religious needs?
   d) recreation needs?

4. T. Imagine you are your parents. As parent you are about to tell your children what you need from them. Listen to yourself talking to your children. You are saying: "I need __________ ______________________ from you."

   T. How do you feel as you assume the identity of your parent talking to you? Do you need the same things from your parents as they need from you? Try being yourself now and address yourself to your parents. Tell them what you need from them. Use the model: "(Parents)_________________________, I need __________ ____________________ from you."

   T. Address yourself to me as your teacher. What do you need from me?

ACTIVITIES:

1. Have the students list their most basic needs. Do this on a large piece of paper that will be posted around the room. Then have the students look at all of the responses and decide which seem to be the most basic needs of the entire class. The class then posts what their basic "class" needs are.

2. Ask the students to write on an index card what they need from you as teacher. You then post these on your desk or in a place visible to everyone. You might invite the students to do this same exercise with each other, addressing themselves to individuals within the room. They then give the index card to the designated person.

P.S. FOURTEEN "to remember"

1. T. Imagine you are about five years old. What persons, places, events do you remember? Now imagine you are ten years old. What do you remember? Now it is your most recent birthday. What do you remember? Now it is last summer. What do you remember? Use this model: "I remember ________________ at five years of age." Do this in dyads.

2. T. This time I will call out some feeling words. Indicate what memory comes to mind when you hear the word.

You are really excited.
You are very happy.
You are hurting badly.
You are frightened.
You are confused.
You are nervous.
You are calm.
You are "on a high".

T. Use this model in stating your responses to another person.

I am really excited. I remember ______________________.
I am really happy. I remember ______________________.

Teacher Note: This exercise should be preceded by some exposure to the use of "I remember" as a reflexive verb.

3. T. This time you will remember persons. I will indicate various ages such as "first grade", "fourth grade", and you be aware of which persons come into your mind.

You are in first grade. Whom do you remember?
You are in fourth grade. Whom do you remember?
You are in eighth grade. Whom do you remember?
You are in high school. Whom do you remember?
You are in this class. Whom do you remember?
It's the year 2000 and you are looking back on your high school days. Whom do you remember?

T. Now share your responses with another person.

4. T. You are now attending the twenty five year reunion of your high school class. You walk into the room and see some familiar faces and some unfamiliar ones. Whom do you remember? Who remembers you? Use this model.

I remember you. You are ____________________________.

T. Now you have one minute to look around this room and concentrate on the people here. In a minute I am going to ask you to close your eyes and see whom you remember. You will say: "I remember ______________________."

5. T. You have two minutes to write your autobiography. When you are finished I will ask you to circle the events you remember. You will say: "I remember __________ (events, places, or persons) ______________________."

Teacher Note: Let the students write the autobiography as freely as possible. Then you assist them to select the major events and to summarize the event in the target language.

Example: The student says: I am playing baseball on the Little League Team. I am hitting the winning run.

You suggest: I am playing baseball. I win the game with my hit. (This is what the student will actually work with in a dyad.)

ACTIVITIES:

1. The students illustrate the persons and things they remember from the past. They write a sentence or two describing each one.
2. Tell the students the next time they come to class you will give them two minutes with closed eyes to recall as many items as possible from around the classroom.

P.S. FIFTEEN "to choose"

1. T. I will give you a set of items from which you will choose the one you prefer. Answer by saying: "I choose ______________________________."

You are traveling around the United States. Do you choose a plane or a car?
You are going to play a sport. Do you choose volleyball or basketball?
You are hungry. Do you choose a hamburger or a pizza?
You are thirsty. Do you choose milk or a soft drink?
You need money. Do you earn it or ask for it?
You are tired. Do you go to your room or outdoors?

You want to be alone. Do you go indoors or outdoors?
You need someone to listen to you. Do you seek someone older than you or your own age?
You want to listen to music. Do you choose rock or country western?
You are choosing a school. Do you want one close to home or far away?

2. T. Think of how you choose your friends, especially those who are closest to you. Indicate which of the following traits are important to you in making the selection.

humorous
charming
intelligent
refined
witty
handsome/beautiful
strong willed
straight forward
crazy
free spirit
liberal
religious
sensitive
athletic
outgoing
quiet
gentle
organizer/leader
funky
daring
conservative
deep thinker
aggressive
fun 'n games
romantic
passive
logical
good dresser
wealthy
popular
good student

T. Here is the model.

I choose a friend who is ________________________________.

T. Work in dyads. Here is the model.

How do you choose your friends?
I choose friends who are ____________________________.

T. Do a profile on your closest friends. Write down their names and list their qualities. Share this with three other persons.

ACTIVITY:

For both of these exercises ask the students to vote on preferred qualities. Call out the words and ask for a show of hands indicating who in the class chooses which qualities. The students then see how they are like or unlike the others in the class.

P.S. SIXTEEN "to do"

1. T. List all of the things you usually do on a weekend. Compare your list with three others and determine what you each do in common. When you have done this then decide whether the activity:

a) is done by you alone (a)
b) is done with other people (p)
c) costs you money ($)
d) is done indoors (i)
e) is done outdoors (o)

Use this model: "On weekends I ______________________________(_).

T. Repeat this same exercise only this time you are at school. What do you do at school?

T. Repeat this exercise only this time you are here in this class. What are you doing?

2. T. Imagine it is ten years from now. Where are you? What are you doing? List at least ten things you see yourself doing.

T. Find a partner. Each of you now has ESP and you are able to state to each other what you see the other doing ten years from now. Look at your partner and say: "__(Name)__________, you are ______________________________."

3. T. I am going to give you blocks of time. Think of what you do during that block of time and say: "I do ________________."

It's 8:00 a.m. What are you doing?
It's 9:30 a.m. What are you doing?
It's noon. What are you doing?
It's 3:30 p.m. What are you doing?
It's 6:00 p.m. What are you doing?
It's 8:30 p.m. What are you doing?
It's 10:00 p.m. What are you doing?

4. T. This time I will indicate a feeling situation. You indicate what you are doing.

You are feeling uneasy. What are you doing?
You are feeling calm. What are you doing?
You are feeling guilty. What are you doing?
You are feeling at ease. What are you doing?
You are feeling burdened. What are you doing?
You are feeling in command. What are you doing?
You are feeling childish. What are you doing?
You are feeling happy. What are you doing?
You are feeling exhausted. What are you doing?
You are feeling great. What are you doing?

ACTIVITY:

Have the students write out their "future predictions" for each other and make a ditto copy for all to read. Include yourself in this activity.

P.S. SEVENTEEN "to succeed"

1. T. List ten things you succeed in doing. When you have done this find a partner and share your information. Use this model.

   I succeed at ______________________________.

2. T. Imagine you are seeing yourself twenty five years from now. You are remembering all of your past and present successes. You are talking to yourself about them. What are you saying? Listen to yourself. When you have done this then work with a partner. Your partner will remain immobile and will serve as your "mirror image". Be sure each of you has a chance to be speaker and listener. Here is the model.

   (Your own name)____________, you succeed at __________.

   T. Repeat this same exercise only this time address yourself to a parent. "____________________, you succeed at ______________________________."

   T. Do this again addressing yourself to someone whom you admire very much.

   T. Address yourself to me as your teacher. Tell me how I am successful.

   T. Do this with some people you know in this room.

ACTIVITY:

The students choose the teacher and the others in the class as the focus of their discussions. They write on paper what a particular individual succeeds at doing. Then each person wears these "success" cards during the class period. In doing this it is important that the teacher be sure each student receives some responses.

P.S. EIGHTEEN "to feel"

1. T. Respond to the following questions in one or two words.

How do you feel
in this class?
in this school?
at lunch time?
on Saturday mornings?
on Friday evenings?
on Sundays?
at parties?
at dances?
in shopping centers?
in record shops?
at games?
in the mountains?
at the beach?
in a park?
at a barbecue?
in your house?
in your own room?
with your family?
now?

T. Work in dyads and ask each other:

How do you feel in this class?
I feel ______________________________.

2. T. Close your eyes and relax. I'm going to lead you in a guided fantasy. You are all powerful right now and you can travel anywhere you want. Go to a favorite place. When you are there take time to really look at this place, to sense it, smell it, touch it, enjoy it. Notice if you are alone or if others are with you. What are you doing there? How are you feeling? When you are ready come back to us here in the room.

T. Now write down as many feelings as you can remember.

3. T. Close your eyes and relax. I will lead you in a guided fantasy. You are all powerful and you can travel with ease. Go now to a room that has some meaning for you. When you arrive in this room take time to look at it, sense it, smell it, and touch it. Notice what's in this room and what this room does to you. How are you feeling in this room? What's going on in the room? Are you alone or with others? Again take note of your feelings. When you are ready come back to us in this room and write down as many feelings as you can remember. Then find another person with whom you can share this fantasy.

4. T. Close your eyes and relax. I am going to ask you to call certain people into your memory. Now allow individuals with whom you have a good relationship to come into your mind. As you look at them be aware of what feelings arise in you. When you have done this write down their initials and indicate the feelings you associate with them.

5. T. Close your eyes and call into your mind a variety of individuals. Let anyone come to mind. As an individual comes to mind let them look at you and then tell you how they feel about you. Listen carefully to their feelings. When you have done this, decide whether you want to talk with any of these individuals about your relationship.

Teacher Note: The above exercises may lead to important realizations and considerations. It is well to allow class time for some free discussion of whatever material arises. Encourage the students to approach individuals with whom they feel there might be important misunderstandings, and to reconcile whatever differences may be present.

ACTIVITY:

Have the students colorfully illustrate their fantasies indicating what feelings arise within the various situations.

P.S. NINETEEN "to seem"

1. T. Now we are going to compare how we are as opposed to how we seem to be. Follow this model. On the left side of your paper write: "I am ______________________." On the right side of your paper write: "I seem to be ______________________." When you have done this, work with a partner using this model.

I am ______________________ but sometimes I seem
to be ______________________.
How are you?

2. T. Now reflect on how others see you. Imagine you are another person looking at you. Say: "You seem to be ____________." After you have done this go back over your list of "seems" and check to see which persons are identified with each "seem". Who tells you that you seem to be a certain way?

3. T. For this exercise you will work in dyads. One of you will begin the dialogue by saying: "(Person's name) ______________, you seem to be ______________." Do this five times in succession. After each statement the person who is receiving the information will reflect upon the statement and decide whether he/she recognizes the statement as being true.

(Person's name) ______________, you seem to be ______________.
That's true. I am ______________________________.
I do not see myself that way.

4. T. Having just heard your partner tell you things he/she sees in you, did you learn any new things about yourself? If so list what you have learned.

ACTIVITY:

Have each student draw a profile of how he/she views him/herself. The student then adds what new insights he/she has gained from the remarks of others. It is well to have the students comment on each of these aspects as to whether they can recognize them in themselves (own them) or whether they see absolutely no relatedness with their own perceptions.

Teacher Note: In doing the above exercises it is vital that you encourage the students to accept as true only what they feel is true for themselves. In no way is this exercise intended to convince individuals that they are like others perceive them to be. On the contrary, the exercise enables one to deepen awareness of traits evident to others yet unrecognized by themselves. This serves to deepen self knowledge.

P.S. TWENTY "to laugh"

1. T. When do you usually laugh? With whom to you usually laugh? Where are you when you laugh? How often do you laugh? How do you feel when you laugh? Work with a partner in answering these questions.

When do you laugh?
I laugh when ______________________________.
With whom do you usually laugh?
I laugh when I am with ______________________________.
How often do you laugh?
I laugh ______________________________.
How do you feel when you laugh?
When I laugh I feel ______________________________.

T. When was the last time you laughed at a film?
at a song?
at a joke?
at a person?

T. When was the last time you laughed and didn't mean to laugh? You faked it.

T. When does laughter hurt? When have you been hurt by laughter? When have you hurt someone with your laughter?

2. T. Close your eyes and I will lead you on a guided fantasy trip. You are all powerful now so you will have no problem arriving at your intended destination. Go to a beautiful forest and begin walking through your forest. Take time to notice the scenery and to sense your own feelings. (Pause) Find a warm sunny spot where you can sit and rest awhile. As you are sitting and resting you close your eyes and begin to imagine what humor looks like. A symbol or image of humor will now come to you. Examine it closely. (Pause) Hold your symbol for humor in your right hand. Now allow a symbol for sadness to emerge. Hold sadness in your left hand. (Pause) Bring humor and sadness together and watch them confront each other. What happens when they meet? (Pause) Now dismiss sadness and allow humor to remain. You have this power. (Pause) Now address yourself to humor and tell it what it does for you. "Humor, you ____________________." (Pause) When you are ready take your time and come back to us in this room. Take some time to write an account of your journey.

Teacher Note: When the students have completed this fantasy give them time to write about it. You may then invite them to share it with others. Once they have done this you can structure a language drill. The above stated questions can be repeated after this imagery.

My laughter enables me ______________________________.
Sadness enables me ______________________________.
My humor looks like ___(symbol or image)___________.

ACTIVITY:

Have the students draw their symbols and images of humor. Post them around the room. Have each person laugh and listen to the different types of laughter in the room.

P.S. TWENTY-ONE "Two Summary Lessons for the Entire Unit"

1. T. I want you to think of some verbs which describe you at a) home; b) at school; c) here in this class. List at least three verbs describing how you are in each place. When finished, read your list to three others. Say: "At home I am ________________."

T. List your three verbs in order of their importance to you at that particular place. Which of the three verbs describes you most completely? We'll read them aloud to see how many people in the class have the same responses.

2. T. Close your eyes and I will lead you in a guided fantasy. Imagine now that you are all powerful and you are creating yourself to be any way you would most like to be. You give yourself physical qualities, intellectual qualities, emotional qualities, and spiritual qualities. You can also give yourself talents and capacities. Take notice now of how you are creating yourself. What do you look like? What powers do you have? Describe yourself using this model.

I am a person who
is
likes
has
wants
prefers
knows
believes
hopes for
dreams
needs
chooses
is able to
does
succeeds at
loves

ACTIVITY:

1. Each student makes a self portrait using pictures, colors, paints, or whatever media is available. These portraits will be posted around the room. They may be imagined as "birth announcements" telling of your arrival and informing the world what you will be like.

2. Give each student some clay. Each person molds the clay as if he or she were fashioning him or herself. The student talks aloud while working with the clay: "I am athletic. I like action. I have friends."

UNIT THREE

ADJECTIVES

Grammar:

1. Several of the exercises are open ended and allow the students to contribute their own responses. This will enable them to build a "personal adjective" vocabulary of their own choosing.

2. Adjectives used in this unit.

worried
powerful
aggressive
athletic
permissive
handsome
careless
weakling
passive
un-athletic
cautious
plain-looking
easy-going
positive
negative
easy
difficult
relaxed
tense
ideal

real
excited
calm
angry
peaceful
responsible
enthusiastic
phlegmatic
worried
nervous
fastidious
messy
high-risk
low-risk
beautiful
ugly
heavy
light
tall
short

high
low
happy
sad
wonderful
horrible
delightful
painful
helpful
harmful
irresponsible
interesting
boring
important
wasteful
hard working
satisfied
successful
meditative
joyful

P.S. Confluent Teaching Strategies:

1. Describing Self in Terms of Adjectives
2. Responding Spontaneously to Situations
3. Choosing (Preferences)
4. Continuum Ranking
5. Identifying Images with Words
6. Rankings
7. Identifying Parents, Relatives, and Others as They Relate with Oneself
8. Identifying and Owning Feelings
9. Body Collage

P.S. ONE

1. T. I want you to think of how you are at a) home; b) school; c) here in this class. You will use adjectives to describe yourself in these places. Here is the model.

At home I am ________________________________.

Teacher Note: Some teachers prefer to give a guided list of adjectives from which the students select their responses.

2. T. Now I will give you various situations. Imagine you are in the situation. Use adjectives to describe how you are at this moment. You respond "I am ______________________."

1. You are about to take a test.
2. You are meeting someone for the first time.
3. You are at a job interview.
4. You are waiting to see if you have been chosen for the school play.
5. You are stretched out on a warm sunny beach.
6. Someone has just put an arm around you.
7. You are late for a party and you are caught in a traffic jam.
8. You are meeting with your school counsellor.
9. You receive a note asking you to call home.
10. You have been asked to run for the office of president of a club to which you belong.
11. Others are pressuring you to do something you aren't sure you really want to do.
12. Your walk into the gym and the band is playing.
13. You walk into a movie theater after the film has begun and the theater looks crowded.
14. Someone is about to kiss you.

Teacher Note: Ask the students to give you situations which evoke reactions from them and with which they can easily identify.

P.S. TWO

1. T. Now I will call out a series of words. You decide which word best describes you.

Worried	Care Less
Powerful	Weak
Assertive	Passive
Athletic	Un-athletic
Permissive	Cautious
Handsome	Plain Looks
Go Get 'Em	Take It Easy

Things'll be ok!	I doubt if things will be ok!
Neat	Messy
High-Risk	Low-Risk

T. Now that you have chosen which trait is more like you, I want you to draw a line connecting each trait. The number closest to the person on the left is ten and the number closest to the person on the right is also ten. Zero is in the middle. This is called a continuum. You will circle the number indicating how closely you are like either person. For example, if you are really a "worrier" you might rank yourself an 8 9 10 on the continuum. You say: "I am a worrier" #9.

High Risk 10 9 8 7 6 5 4 3 2 1 0 1 2 3 4 5 6 7 8 9 10 Low Risk

T. Now find three other persons. Each of you read your list to the others using this model.

I am ____(Adjective and Number)____.

2. T. Imagine that you are some famous person. Choose a person whom you respect very much. Imagine you are this person and rank yourself (as this person) on the same continuum.

T. Compare your own continuum with that of the famous person. How are you like this person? Unlike this person?

P.S. THREE

1. T. I will give you a list of adjectives. When I do let an image come into your mind which in someway relates to the adjective.

beautiful
ugly
heavy
light
tall
short
high
low
happy
sad
wonderful
horrible
delightful
painful
helpful
harmful

easy
difficult
relaxed
tense
ideal
real
excited
calm
angry
peaceful
responsible
irresponsible
interesting
boring
important
wasteful

T. Write down the adjective and mention what image corresponds to that adjective. Share your list with a partner.

T. Now go through the complete list of adjectives and choose the ten which are the most meaningful to you. Rank them in their order of importance.

2. T. Take this list of adjectives and imagine you are communicating with someone who doesn't know you very well. Which adjectives would this person select for you? Which adjectives do you hope they select for you? When you have done this, find a partner. You may speak to this person only by using your select list of adjectives. Try to begin an actual conversation using only adjectives.

3. T. I will list certain persons for you to consider. When you think of these persons, what adjectives do you hear them using to describe you?

Mother
Father
Brother
Sister
Aunt
Uncle
stranger
classmate
girlfriend
boyfriend
myself (your teacher)
someone in this room

T. Add persons to your list and continue listening to them giving you adjectives. They say: "(Your name)__________, you are ____________________."

4. T. Of all the adjectives other people use to describe you, which adjectives please you the most? the least? List them and compare your responses with another person. Ask your partner to describe you using these adjectives (both pleasing and non-pleasing) and get a sense of how you feel hearing the words. Notice if any unpleasant adjectives upset you. If so, what do you do about changing the other person's view of you? Is there anything you can do?

ACTIVITIES:

1. In any of the above exercises have the students draw the persons represented, indicating what adjectives are involved.

2. Have each student make two columns on a paper. On the left will be those adjectives found favorable, and on the right those not so favorable. Post these lists around the room and encourage the students to notice how many people in the room cited the same "unfavorable" adjectives. This could lead to developing a sense of thoughtfulness in using words to describe others.

P.S. FOUR

1. T. You will need a partner for this exercise. One of you will call out an adjective and the other will respond with the opposite form of the adjective. See how many pairs you can correctly identify.

   T. Now we will repeat this exercise only this time you and your partner are a team working with another team. The two of you select the adjectives and see if the other team can identify the opposite forms.

2. T. Work in groups of six. I will give you an adjective and the six of you will act out the adjectives in some sort of group body collage.

hard working
satisfied
successful
enthusiastic
phlegmatic
worried
nervous
meditative
joyful

P.S. FIVE

1. T. Now imagine that you are in my place as teacher. What is teacher saying to you? List the adjectives.

Teacher Note: This is an excellent exercise for you go gain insight into how the students perceive your attitude toward them. You could use this information to clear up any misunderstandings between you and the students. You can also help to distinguish between their own fantasies about themselves and how others actually do perceive them.

UNIT FOUR

PRONOUNS

Grammar:

1. Direct Pronouns: her him it us you them
2. Indirect Pronouns: to me to you to her to him to us to them
3. Interrogative Pronouns: Who What
4. Possessive Pronouns: my your her his our their

P. S. Confluent Teaching Strategies:

1. Sentence Completions
2. Reflecting on Personal Gifts and Talents
3. Gestalt Awareness Exercises
4. Choosing
5. Identifying Important Persons
6. Internal Dialogues
7. Appreciations and Resentments
8. Guided Fantasies
9. Imaginings
10. Personal Inventories
11. Rankings
12. Conversations With Other Persons

Direct Pronouns

1. T. I want each of you to think of all the special talents or gifts you have as a person. For example, you might say: "I have intelligence and I have humor". List these now. When you are finished with your listing choose a partner with whom you will work. Here is the model.

What talents or gifts do you have?
I have ________________________________.
I have it. (them)

You will first answer with the talent or gift and then substitute the direct pronoun it for the noun.

Teacher Note: At this time it is good to circulate around the room to hear what the students are saying about themselves. Write down as many traits as you hear them saying and then list these traits on the board. When the students have finished, point to the board asking: "Who has ____________?" The students then answer: "I have it."

2. T. Now list your most prized possessions. When you have completed this, work with a partner and ask each other this question:

What do you have?
I have ______________________________.
I have it. (them)

T. Let's post our lists to see how many of us have the same prized possessions.

3. T. Look quickly around the room. Notice carefully what is in the room. Say to yourself: "I see ____________________." Do this now. You have one minute. Close your eyes and again try to visualize this room. What do you see this time that you missed before? Write down:

I see ________________________________.
I see it. (them)

T. This time work with a partner. Both of you close your eyes. One person visualize something in the room and say to the other person:

I see __________________________. Do you see it? (them)
Yes, I see it. or No, I don't see it.

4. T. Work with a partner. Look at your partner and tell what you see. Let your partner respond: "Yes, I see it!" or "No, I don't see it!"

T. Look around the room and be aware of what feelings come to you as you look at a particular thing or person. Do you feel excited? calm? bored? joyful? depressed? What do you allow the item to do to you? Write your responses using the model.

I see ______________________________.
I see it. (them)
I feel ______________________________. (or I am ________)

5. T. This time I will call out a variety of words. When you hear the word decide whether you want it. Respond either: "I want it (them)" or "I don't want it (them)".

beach
pizza
Datsun 240Z
dictionary
party
new clothes
new shoes
surf board
bicycle
vitamins
authority

motorcycle
hamburger
herb tea
mountains
class office
movie ticket
more friends
tickets to an athletic event
records
flowers

ring
guitar
drums
cake
water bed
job
more free time
television
telephone
"someone special"
freedom

T. Now work in groups of four. Each of you make up your own list of things you want. When each person has done this one by one read your list. The group responds either "Yes, I want it (them)" or "No, I don't want it (them)."

6. T. List all the persons whom you respect. Say: "I respect ______________________. I respect her/him."

T. Now imagine you are in the presence of this person. Address them by saying: "______________________, I respect you."

T. Now imagine that these persons are addressing you. Hear them telling you that they respect you. Notice how you are feeling as you hear their words.

T. I will give you categories in which to work. List all the persons in each category whom you most respect.

school
home
political world
theater world

entertainment
local government
television world
education

T. Now work in dyads. Your partner will represent the person to whom you are speaking and for whom you feel respect. Look at your partner and try to visualize the other person. Say: "(Person's name) ________________, I respect you." How do you feel saying this?

7. T. Make a list of those persons whom you most appreciate. Call them into your memory one by one and say to each person: "I appreciate you." Then call into your mind persons whom you resent in some way. Say: "I resent you." When you have done this take careful note of how you are feeling. Again go through the list of persons whom you resent. Again tell them your resentment but this time add the phrase "...and I appreciate you too!" As you hear yourself saying these words of appreciation to them, see if you can find some trait or aspect of the person that you can honestly appreciate.

T. Now look around this room. Who are the people you most appreciate? Take a minute to go tell them: "(Person's name) ________________, I appreciate you."

8. T. Who appreciates you? List these persons. Do the same for resentments. Who resents you? In your imagination ask those people who resent you to find a quality in you that they can appreciate. What quality do they cite?

P.S. TWO Indirect Pronouns

1. T. List your personality traits or gifts (humor, intelligence, wit, charm, gentleness). When you have done this find three other persons with whom you will work. Each of you will read what gifts you have. When everyone in the group has heard each person's gifts, then decide what you would like to have added to your own list. Perhaps someone has a trait you would like for yourself. If so ask them to offer it to you. Use this model for your dialogue.

I want your ________________________.
I offer you my ______________________.

T. Now tell the members in the group what you gave and cite the person to whom you gave it. Here is the model.

I give __________________ to (person's name) ________.
I give __________________ to him/her.

Teacher Note: This drill may also be expanded to include the direct object pronouns: "I give it to her/him.

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2. T. Now think of yourself here at school. What things are you given here? Does the school provide anything for you? If "yes" then indicate what the school gives you. Use the model. "The school gives me ______________________________."

3. T. Close your eyes and imagine it is the beginning of your life. You are just being born. There are people waiting to see you in the nursery. The nurse brings you in and some people look at you. They are friends and family. Who is there? Each offers you a gift of some sort. What is each giving you? As you view each person presenting you with a gift, say to them: "You give me ________________." What is your feeling about receiving this gift?

4. T. Go to your own room and see what is in it. Look at all of your possessions. Imagine you must give away everything you own. You must decide which persons will receive various objects. Mentally go around your room and decide who will receive each item. When you have decided, then list each person saying: "I give you __________________________." Then write the same sentence in the third person form: "I give ______________________________ to him/her/them."

P.S. THREE Interrogative Pronouns: Who What

1. T. Imagine you are witnessing your own birth. Who is there? What is in the room? What is each person feeling? What is each person saying? (one or two word response).

Who is at your birth?
What is he/she feeling?
What is he/she saying?

2. T. Look around this room. See how many people you know. Now answer these questions.

Who is friendly?
Who is intelligent?
Who is beautiful?
Who is talkative?
Who is casual?
Who is nervous?
Who is assertive?
Who is shy?
Who is gentle?
Who is understanding?
Who is alert?
Who is loving?

T. When you have decided on answers, write them down. Go to the person and say: "You are ________________________." Check to see if you know people well enough to give fair responses. If you don't then take some time to acquaint yourself with the others whom you don't know.

3. T. I will ask you a series of questions. As you hear each question, allow someone to come into your mind. Try not to censor who does come in. Later on you can take time to consider what this person means to you.

Whom do you love?
Whom do you resent?
Whom do you appreciate?
Whom do you respect?
Whom do you obey?
Whom do you admire?
Whom do you imitate?
Whom do you study?
Whom do you touch?
Whom do you support?

T. Work in dyads and ask each other these same questions. See if your answers remain the same or if they change.

T. Think of someone whom you really respect. When you have this person in mind imagine that he/she is in your presence. One by one you ask the questions cited above and your person responds. What does your person say? List all of his/her responses. When you have done this compare your own answers with those of the other person. How are you both similar? different? Then decide how much of your response is your imagining of what the person would really say as opposed to what the person him/herself actually says. If you are able to find the person and ask the questions to obtain real responses, you will gain a clear picture of the distinction between your imagination and what is real.

4. T. Respond to the following questions. Use one or two words.

What pleases you?
What annoys you?
What assures you?
What troubles you?
What delights you?
What helps you?
What hurts you?
What strengthens you?
What confuses you?
What nourishes you?

T. Work in dyads and ask each other these questions. Here is the model. What pleases you? "______________pleases me."

Teacher Note: It is good to ask the students to limit themselves to simple answers. If however, some students elect to elaborate answers, you can give them a simpler more workable form for use in language drills.

Example: Student says: "I am pleased when someone recognizes I've done something good."
Teacher re-phrases: "Recognition and appreciation please me."
Student says: "Recognition and appreciation please me."

5. T. Complete the following statements:

I like a person who is . . . .
I fear a person who is . . . .
I admire a person who is . . . .
I resent a person who is . . . .
I understand a person who is . . . .
I prefer a person who is . . . .
I identify with a person who is . . . .

T. Repeat the same exercise only substitute the words boy girl teacher for person.

6. T. Close your eyes now and relax. I will lead you in a guided fantasy. Place yourself on a road somehwere important to you. Begin walking slowly along the road. As you do this look straight ahead. Soon a person will emerge in front of you. This is a person who will be able to help you in your life right now. See who comes. When you meet this person ask the question: "Who are you?" Then ask: "What are you doing here?" Finally ask: "What is important about your presence here with me?" When you have finished these dialogues, slowly open your eyes and return to us in the room. Then write down an account of what happened in this journey. Especially note what words exchanged between you and the person.

T. Now work in dyads. Your partner will ask you the same questions. You answer as if you were the other person in your fantasy. See how you feel giving these responses.

Teacher Note: For the beginning students it is enough to ask them to form the questions in the target language. If their responses are too complex for practice in the target language then allow them to use English. You may be able to simplify their complex responses by asking them to summarize their ideas into one or two words which will be used for question-answer drills.

7. T. Conduct interviews with others in the class. You will ask only these questions:

Who are you?	I am ______________________.
What do you do?	I ____(verb)______________.
What do you like?	I like ____________________.
What do you want?	I want ____________________.
What do you dream?	I dream ___________________.

T. Now ask me these same questions.

P.S. FOUR Possessive Pronouns my your his her our their

1. T. Complete the following statements:

My values are ________________________.
My fears are ________________________.
My beliefs are ________________________.
My interests are ________________________.
My concerns are ________________________.
My loves are ________________________.
My dreams are ________________________.
My greatest hope is ________________________.
My important question is ________________________.

T. Now work in dyads. Ask each other this question:

What are your values?
What are his/her values?

T. Then do this in groups of four persons. Ask the question:

What are your values?
What are his/her values?

2. T. Imagine now you are ten years old. You are at school. Answer these questions.

Who is your teacher?
Where is your school?
Who are your friends?
What are your hobbies?
What are your interests?
What are your successes?

T. Repeat the above questions only this time imagine you are thirty. Do you need to change any of the questions?

T. Work in dyads asking each other these same questions. When you have done this, work in groups of four and ask "Who is her teacher?" "What are his hobbies?"

3. T. You will work in groups of six persons for this exercise. Imagine you are a society just beginning to be recognized by the world. You have
a) a flag
b) colors
c) motto
d) symbol
e) name

T. Decide now what each of those items will be. Say: "Our flag is ____________________. Our colors are ________."

T. This time work in pairs of groups. Group #1 will ask Group #2 the questions:

What is your flag?
Our flag is ______________________________.
What are your colors?
What is your motto?
What is your symbol?
What is your name?

T. Each group will read the responses aloud. When all groups have finished, we'll see how many items we can remember from what each group has said.

Teacher Note: You point to a particular group asking the question: "What is their flag? symbol? motto?"

4. T. List all of your possessions in order of their importance to you. The first possession you name will be the most important to you. Use the model.

My ____.

T. Which of these items would you be willing to give away to people in this class? Say: "My ______________________."

T. Repeat the above exercises only this time use our instead of my. All of your possessions now become our possessions. Notice how it feels to change from my to our. Do you know of any peoples who consider the communal our as more important than the personal my? Which is your preference.

5. T. This time reflect on some of your personal gifts or talents. Select which ones are really valuable to you. List these: "My ____."

T. Now review your list and cite which gifts or talents others frequently recognize that you have. Mark these with an "R". Then mark the others with an "H" (hidden).

Example: My humor (R)
My creativity (H)
My intelligence (R)
My honesty (R)
My poetry (H)

ACTIVITIES:

1. On a piece of shelf paper ask each student to write out (using colors) his/her values, fears, beliefs, interests, etc. The class members will then compare their responses.

2. The groups of six persons who have just formulated a society will construct a flag displaying their colors, motto, symbol, and name. These may be displayed around the room.

UNIT FIVE

ADVERBS

Grammar:

1. Several of the exercises are open ended and allow the students to contribute their own responses. This will enable them to build a "personal adverb" vocabulary of their own choosing.

2. Adverbs used in this unit.

lovingly
tensely
quickly
strongly
sensitively
beautifully
hatefully
carefully
truthfully
gently
secretly
tenderly
openly
destructively
creatively
spontaneously
wonderfully
romantically
carelessly
intelligently
slowly
enthusiastically
honestly
hopefully

P.S. Confluent Teaching Strategies:

1. Sentence Completion
2. Associating Images with Words
3. Internal Dialogues
4. Conversation with other Persons
5. Guided Imagery
6. Body Language

P.S. ONE

1. T. Complete the following statements with an adverb of your choice.

I run ____________________.
I study ____________________.
I talk ____________________.
I think ____________________.
I eat ____________________.
I drive ____________________.
I play ____________________.
I work ____________________.
I listen ____________________.
I plan ____________________.
I sing ____________________.
I dress ____________________.
I dance ____________________.
I write ____________________.

T. Now work in dyads. One person ask the question:

How do you run?
I run ____________________.

2. T. If someone were to describe you using only adverbs which adverbs would they choose?

T. If this same person were describing you at
a) school
b) at home
c) right now

which adverbs would they choose?

T. Work in dyads. Look at your partner and give her/him some adverbs you see for her/him.

Example: lovingly
tensely
quickly
strongly

It's possible to experience a variety of traits for each person.

P.S. TWO

1. T. I will give you a list of adverbs. Be aware of what image comes to your mind as you hear each adverb.

lovingly
hatefully
carefully
truthfully
gently
honestly
slowly
openly
destructively
creatively
spontaneously
sensitively
hopefully
enthusiastically
secretly
wonderfully
beautifully
tenderly
romantically
carelessly
intelligently

T. Write out the list of adverbs indicating what image (or images) you associate with the word. When you have done this share your list with another person.

2. T. Look around this room at the others. Look at me too! Take time to do this. As you view each person allow an adverb to come into your mind which is somehow related to the person. These adverbs must be positive and constructive and must help the person grow in his/her own strengths. When you have done this write out the adverb and give it to the person. Do this to me too!

Example: Lovingly - "You work this way."
Cautiously - "You take tests."

Teacher Note: This is a helpful exercise for enabling the students to see each other and to see you. Good feelings are often generated as the students speak positive statements to each other. This gives you, the teacher, the occasion to share yourself and your views with the students and to receive theirs.

3. T. Complete the following statements:

I want ______________________________ quickly.
I hope ______________________________ honestly.
I fear ______________________________ carelessly.
I know how to _______________________ intelligently.
I prefer ____________________________ secretly.

4. T. Call into your mind various important persons to you. As you see each person allow an adverb to describe them.

Example:

George	intelligently
Dad	carefully
teacher	sensitively

ACTIVITY:

Have the students draw themselves at the center of the paper. They then draw lines from themselves to circles surrounding them. In each circle is listed an adverb describing them. It is good to have them reflect on polarities such as "happily" and "sadly".

P.S. THREE

1. T. Choose any of the above adverbs we've taken so far and become each one. Let your body show how you perceive the adverb; for example, how are you when you are "creatively", "romantically"?

UNIT SIX

VERB TENSES

Grammar:

1. Past Tense
2. Past Descriptive (Imperfect) Tense
3. Past and Past Descriptive Combined in One Idea
4. Future Tense
5. Conditional Tense
6. Subjunctive

P.S. Confluent Teaching Strategies:

1. Reflecting on Past Images
2. Identifying Important Persons
3. Sentence Completion
4. Dialogues
5. Identifying and Owning Feelings
6. Comparing Past and Present
7. Guided Fantasy
8. Responding Spontaneously
9. Musings
10. Projections
11. Choosing
12. Rankings
13. Imaginings
14. Body Drawing

Past Tense

1. T. Respond to the following questions:

What did you learn from:
a) your mother?
b) your father?
c) your family?
d) a teacher?
e) a special friend?

T. You say: "I learned ____________________ from my father."

T. Now form dyads and ask each other these five questions.

2. T. Answer the following questions:

What did you do for your last vacation?
What did you do this weekend?
What did you do yesterday?
What did you do at the game?
What did you do at the shopping center?
What did you do at the record shop?
What did you do at the beach?
What did you do last night?
What did you do after school?
At what age did you learn how to write?
At what age did you learn how to ride a bike?
At what age did you learn how to drive a car?
At what age did you first date?
At what age did you succeed at something important?
At what age did you join clubs?

3. T. Think of gifts you've given to people most recently. List the person and gift saying: "I gave ____________________ to ____________________."

4. T. Now think of some meaningful conversations you've had recently with people. List these people saying: "I spoke with ____________________."

5. T. Now think of people with whom you've recently disagreed.
Now think of people with whom you've recently agreed.
Now think of people with whom you've recently studied.
Now think of people with whom you've recently partied.
Now think of people whom you've recently met for the first time.

6. T. Imagine yourself to be about ten years old. Use this model:

At the age of ten I admired ____________________ but now I admire ____________________.
At the age of ten I feared ____________________ but now I fear ____________________.

At the age of ten I learned ______________________ but now I am learning ______________________.
At the age of ten I wanted ______________________ but now I want ______________________.
At the age of ten I went around with ______________ but now I go around with ______________________.
At the age of ten I spent time ______________________ but now I spend time ______________________.

P.S. TWO Past Descriptive (Imperfect)

1. T. Complete the following statements:

I was proud when I ______________________.
Now I am proud when I ______________________.

I was embarrassed when I ______________________.
Now I am embarrassed when I ______________________.

I was afraid when I ______________________.
Now I am afraid when I ______________________.

I was happy when I ______________________.
Now I am happy when I ______________________.

I was sad when I ______________________.
Now I am sad when I ______________________.

I was praised when I ______________________.
Now I am praised when I ______________________.

I was lucky when I ______________________.
Now I am lucky when I ______________________.

T. Find a partner and ask each other these questions:

When were you ______________________?
I was ______________ when I ______________.

2. T. Now I will give you various situations. As you identify with the situation notice who comes into your mind.

I was scared!
I was secure!
I was excited!
I was accepted!
I was ignored!
I was hurt!
I was confused!
I was confident!
I was introduced!
I was recognized!
I was helped!
I was chosen!

T. Copy the phrases and indicate who is associated with each one.

3. T. Complete the following statements:

As a baby I was ____________________ but now I am _________.
As a first grader I was ____________ but now I am _________.
As a fifth grader I was ____________ but now I am _________.
As a seventh grader I was __________ but now I am _________.
(Continue drill according to age level of students.)

4. T. Now you are going to interview each other. Work in dyads for this. Here are your questions:

When you were younger

Did you ever play with dolls?
Did you play sports?
Did you play with electric trains?
Did you swim?
Did you surf?
Did you visit your relatives very often?
Did you like school?
Did you live near the school?
Did you play with kids of various cultures?
Did you play mostly with boys or girls?
Did you spend much time with your family?
Did you and your family travel on weekends?
What did your parents do on weekends? for vacations?
Did you belong to clubs?
Were you ever a class officer?
Who were your best friends?
What did you and your friends do after school?
What did you do on weekends?
Did you read many books?
Did your mother work?
Did your father work?
Did you attend summer school?
Did you play on teams?
Did you ever visit your grandparents?
Did you ever talk much with your teachers?
Did you and your family eat together?
Did you eat in front of the television?
Did you have any older brothers or sisters not living at home?

5. T. Close your eyes now and I will lead you in a guided fantasy. Go back to some time in your life when you felt really happy. Where are you? Who is with you? What are you doing? How are you feeling? Take time to enjoy this scene. When you are ready come back to the room and write an account of what happened. Use this model.

I was at ______________________________________. The place
looked (description)_______________________. I was with _________.
We were doing ______________________________________. I was
feeling ____.

T. Now write this again in the present tense and see if your feelings change as you switch from past to present.

6. T. I want you to make up an imaginary story. This story should be a total exaggeration of how you are and what you do. Make it a story from the past. Use these questions as guides to your writing.

How old were you?
Where were you?
With whom were you?
What was happening?
What were your feelings?

T. When you've written your story form groups of four persons and share what you've each written.

P.S. THREE Combining Past Tense and Past Descriptive (Imper.)

1. T. I want you to map out one day of your life. Make this a normal day. Indicate what you did during each hour.

Example: 7:00 a.m. I got up. I got dressed. I talked with my little brother.
8:00 a.m. I met with my friend Bill and we left for school in his car.
8:20 a.m. We parked the car and I went to my first period history class.
9:20 a.m. I left my first period class and went to my locker. I said "Hi" to some friends and went to second period Journalism.

T. When you have completed your chart then figure out how much time (what percentage) you've given to:

a) talking with people
b) studying
c) listening to lectures
d) eating
e) playing sports
f) shopping
g) watching television
h) listening to the radio
i) thinking by yourself
j) being with your family
k) riding in a car
l) reading
m) having fun
n) sleeping
o) discussing important ideas

T. Use this model to describe your day.

I talked with people ______________________ percent of the time. (verb is in the past descriptive)
I studied ______________________ percent of the time.

P.S. FOUR Future Tense

1. T. When you die what do you hope others will say about you? Here is your model.

I hope others will say I am 1) ______________________.
2) ______________________.
3) ______________________.

2. T. Work in dyads for this exercise. Here is the model.

What will you give me?
I will give you ______________________.
What will you not give me?
I will not give you ______________________.

T. When you have finished these statements with your partner then move on to another partner asking the same questions.

3. T. For this exercise you will work in dyads. You and your partner will exchange a series of questions and answers. Here are the questions.

When will you trust me?
When will you appreciate me?
When will you know me?
When will you love me?

Teacher Note: This is a beautiful exercise and can lead to deep sharing among the students. Ask the students to be aware of what person they are speaking to when they respond. Chances are they are not actually addressing themselves to their partner. Their partner is only representative of another person of importance to them.

4. T. I will lead you in a guided fantasy now so close your eyes and relax. I want you to recall the four questions When will you trust me? appreciate me? know me? love me? As you do this allow various persons to come into your mind. Whom do you associate with trust? appreciation? knowledge? love? As these persons enter your mind ask them the questions and let them respond to you. When you have finished your conversations slowly open your eyes and write down an account of what happened. Pay special attention to their responses to your questions.

5. T. Work in dyads for this exercise. You will ask each other these questions.

When will you finish school?
When will you look for a job?
When will you marry?
When will you have children?
When will you travel?
When will you build your own house?
When will you buy a car?
When will you assume political leadership?
When will you move from this city?
When will you enjoy life?
When will you do something helpful for others?
When will you participate in a volunteer program for social action?
When will you grow old?
When will you die?

6. T. I will give you a series of statements. Rank yourself according to what you will do.

I see a robbery.
I will a) telephone the police.
b) do nothing.

I am hungry.
I will a) get something now.
b) wait awhile before eating.

I am tired.
I will a) go to sleep.
b) keep doing what I am doing.

I am angry with someone.
I will a) tell them I'm angry.
b) remain silent.

I am confused about a lesson.
I will a) tell the teacher.
b) say nothing.

I want to ask someone to a party.
I will a) ask him/her right away.
b) wait awhile.

I feel I'm overweight.
I will a) diet
b) keep eating the same things.

I am getting behind in the class.
I will a) ask for help.
b) do nothing about the situation.

I want a particular thing for my birthday.
I will a) ask someone to give it to me as a gift.
b) just keep hoping someone will give it to me.

7. T. Each of you will have the chance to be a "fortune teller". Work in groups of four. Focus only on those people in your group and imagine what they will be doing in the future. Say: "______________________ you will ____________." Use the model.

What will I be doing in the future?
You will ______________________________.

T. Now look around the room and see whom you know. Write a future prediction for this person. When all of you have finished we'll post them around the room.

ACTIVITY:

Make a ditto copy of the "future predictions" and give one to each student.

8. T. Imagine now it is New Year's and you are making promises for the year to come. What are you promising yourself that you will do? Use the model.

This year I will ______________________________.

T. Work in dyads and ask each other the question:

What will you do this year?
I will __________________________________.

P.S. FIVE — Conditional Tense

1. T. Complete the following statements:

If I had money I would ____________________.
If I had a car I would ____________________.
If I were taller I would ___________________.
If I were older I would ___________________.
If I were smarter I would __________________.
If I had a motorcycle I would _______________.
If I had new clothes I would ________________.
If I had a free ticket to the movie I would ________.
If I had a stereo I would __________________.
If I were calmer I would ___________________.
If I were more serious I would ______________.

T. Now work in dyads. One person ask the question: "What would you do if you were ______________________________?"

2. T. You'll work in dyads for this exercise. Here are the statements you will make to each other.

I would know you if ______________________________.
I would trust you if ______________________________.
I would fear you if ______________________________.
I would understand you if ______________________________.
I would appreciate you if ______________________________.
I would love you if ______________________________.

Teacher Note: For this exercise it might be helpful to first have the students write their responses. You then assist them in using the correct target language grammatical forms. This will assure correct oral practice of the language.

3. T. Write down your responses to the following feeling statements.

I would cry if ______________________________.
I would die if ______________________________.
I would be happy if ______________________________.
I would relax if ______________________________.
I would succeed if ______________________________.

T. Now take those same five statements and change them to the future tense.

I will cry when ______________________________.

Do you notice any difference in your feelings as you change forms?

T. Now do the same statements in the present tense.

I cry because ______________________________.

4. T. Think of five things you would like to see changed. Imagine you have the power to change them. Say: "I would change ______________________________."

T. Now call into your mind the persons who could make these desired changes for you. Address yourself to them by saying: "If I were you I would ______________________________."

T. When you have done this exercise repeat it again only this time allow the person to respond to you. What does he/she say when you suggest a change? Write down what you said and what the other person responded.

5. T. Write down answers to the following questions.

If you could go anywhere in the world where would you go?
If you could buy just one thing right now what would you buy?
If you could meet just one person whom would you meet?
If you could sing only one song before a large audience what would you sing?
If you could read only one book what book would you read?
If you could attend any school in the world where would you go?
If you could go to a very beautiful place right now where would you go?

T. Now that you have written your responses to these questions I want you to repeat the exercise with me. This time, however, close your eyes and let an image come to you as you hear each question. See if the image differs from the answer you had before. I'll give you one minute to really look at each image you receive.

6. T. I will give you a series of requests. Imagine someone is requesting you to do these things. As you hear the request see if you can identify who is making the request of you.

Would you study harder?
Would you "grow up"?
Would you help me?
Would you give me some money?
Would you be more understanding?
Would you listen to me?
Would you cooperate?
Would you look for a job?
Would you take me to the party?
Would you watch what you eat?
Would you clean up your room?
Would you pay attention?

T. Now work in dyads. Here is the model.

Who says to you: Would you study harder?
______________________ says to me: "Would you study harder?"

T. When you have finished helping each other with these questions, write how you are feeling about each request. What happens inside you when someone approaches you with each particular request?

ACTIVITY:

Have the students write out each statement illustrating who is associated with each request. Using a color they then indicate what is their feeling about the request.

7. T. In this next exercise we will look at what we would like to do as opposed (or as complimentary) to what we can do. Here is the model. Repeat it five times.

I wish I could ______________________________ but I know that I can _____________________________________.

T. How do you feel making these statements?

T. Now take all of your "could" statements and change them into "can" statements. How do you feel doing this? Which "coulds" are possible "cans" for you?

8. T. Now think of a gift (personality character trait) you would like to give each person in the class whom you know. Use the model: "I would give you ___________________________."

T. Now work with partners. Ask each other:

What would you give me?

I would give you __________________________________.

ACTIVITY:

Post a large piece of paper in the room. Each student writes his/her name on it and others indicate what gift they would give to the person.

P.S. SIX Subjunctive

1. T. For this exercise you will work in groups of four persons. You will tell the group five things you want them to know and to believe about you. Here is the model.

I want you to know that I am __________________________.

T. When you have finished this, work in dyads and ask each other the question: "What do you want me to know about you?

2. T. Form groups of four persons. Answer these questions for each other.

What do you want?
What do you fear?
What do you doubt?

According to you:

What is sad?
What is impossible?
What is important?
What do you demand of others?
What do you demand of yourself?
What angers you?
What makes you happy?

3. T. Now for this exercise you will think only about yourself. You are your own target. Here are some statements for self reflection on your part.

I am happy that I ______________________________.
I am sad that I ______________________________.
I am surprised that I ______________________________.
I am angry that I ______________________________.
I am afraid that I ______________________________.
I must ______________________________.
I want to ______________________________.
I allow myself to ______________________________.
I forbid myself to ______________________________.
I regret that I ______________________________.
I wish that I ______________________________.
I am joyful that I ______________________________.
It is enough that I ______________________________.
It is necessary that I ______________________________.
It is wonderful that I ______________________________.

T. Review your list. Determine which responses involve your relaships with other persons. Then determine which responses you would like to change.

4. T. Again reflect only on yourself. You will make only two statements to yourself, but you will repeat each one five times. Your answers may change for each one or they may remain the same.

I am happy that I ______________________________(five times).
I am sad that I ______________________________(five times).

T. Which responses are easier for you to say? Do you tend to think more about the "happy" or the "sad"?

Teacher Note: For this exercise it is important to take a minute to encourage the students to think positively about themselves. You may have them repeat the exercise only stating: "I am happy that I ______________________________."

ACTIVITIES:

1. Have the students draw themselves on a large piece of paper. They surround themselves by their statements: "I am happy that I ________________; it is important that I ________________."

2. Give each student a paper sack. Using colors and designs each student illustrates the concepts of: "I am happy that I ______ ______________; I am sad that I ________________________." "Happy" should be on one side of the sack and "sad" on the other side.

5. T. You will work with two statements.

   I do ________________________ in order that I ______________.
   I do ________________________ for fear that I ______________.

   List five things you do because you see a good in them, and list five things you do because of fear. See how you feel stating each. Do you generally act from fear or because you see a positive value in what you are doing? Now take your fear statements and change them in order statements.

6. T. I will give you a list of statements. Imagine someone is saying them to you. Try and identify the person speaking to you. What do they say to you?

   I am happy that you ____________________________.
   I am embarrassed that you ____________________________.
   I am concerned that you ____________________________.
   I wish that you ____________________________.
   I prefer that you ____________________________.
   I do not believe that you ____________________________.
   I am afraid that you ____________________________.
   I resent that you ____________________________.
   I appreciate that you ____________________________.

7. T. Answer the following questions.

   What do you want from a) the world?
   b) your family?
   c) your close friends?
   d) me, your teacher?
   e) yourself?

   What do you like about each of these?
   What do you want to change?
   What do you demand from each for your benefit?

8. T. List ten things you are permitted to do. Then list ten things you are forbidden to do.

T. Go over your list of forbidden activities and cite who or what forbids you. To whom do you give this power? When you have done this, review your list once again saying: "I forbid myself to ______________________________." How do you feel saying this? Is it possible to change any of your "forbiddens" to "permitted"?

ACTIVITY:

For this last exercise ask each student to print on a clean sheet of paper a list of what he/she permits him/herself to do. Each time the student should repeat the phrase: "I permit myself to __________." Then have the students compare their list of "self-permissions" with those of the others.

9. T. I want you to work with the statement: "I wish that you would ________________." Think of ten people to whom you could make this demand. Indicate their name and say: "I wish you would ______________________."

T. Now imagine someone is saying this to you. Who is saying "I wish that you would ________________." to you? As you hear each demand made upon you, what is your feeling toward the person and toward their demand?

10. T. Close your eyes and relax. I will lead you in a guided fantasy. Imagine now you are in a very beautiful valley. You are walking along a country road and you are enjoying the scenery. Ahead of you is a mountain. This day you have magic powers so climbing the mountain is easy for you. Go to the top now. When you are at the top you feel the marvelous warmth of the sun shining on you. The sun permeates your whole body. You decide to look into the sun and as you do the face of a very wise person slowly appears. You go to this person and ask the question: "What must I do to find happiness in my life right now?" The person answers: "You must ____________________." Listen to this person speaking to you. If you wish you may answer the person and engage in a conversation. When you feel finished with your conversation come back to us here in the room. Write an account of what was spoken between you and the wise person.

T. Now find a partner and share what was said to you by the wise person. Use the model: "The wise person said that I must ____________________________________."

11. T. Take the sentence: "I wanted you to ____________________ but I am happy that you ____________________." Repeat it five times and see who comes to your mind as you are saying this.

ACTIVITY:

Body Drawing: Bring in large pieces of newsprint or butcher paper. The students each have a piece equal to their own height. They work in pairs. One person lies on the paper and the other traces around him/her. Once these outlines have been completed, the students indicate the following on the drawings.

Head (top): I dream that ______________________________.
Head (bottom: I know that ______________________________.
Eyes: I see that ______________________________.
Face: I hope for ______________________________.
Shoulders: I worry about ______________________________.
Heart: I want ______________________________.
One Hand: I am able to ______________________________.
Other Hand: I wish that I could ______________________________.
Gut: I fear ______________________________.
One Leg: I am certain that ______________________________.
Other Leg: I am not certain that ______________________________.
Feet: I believe that ______________________________.
I am convinced that ______________________________.
(principles on which I stand)

Teacher Note: The above activity provides a review of verbs which are similar in affective usage. Some take the subjunctive, and others take the indicative.

12. T. For this next set you will work with a partner. Make the following statements and questions:

I am certain that you ______________________________.
Are you? (this way)
I am uncertain that you are ______________________________.
Are you?
I believe that you are ______________________________.
Are you?
I do not believe that you are ______________________________.
Are you?
It is possible that you are ______________________________.
Are you?
It is probable that you are ______________________________.
Are you?
I am happy that you are ______________________________.
Are you?

13. T. To whom do the following statements refer?

You are the most interesting person I know.
You are the most intelligent person I have met.
You are the most exciting person with whom I have talked.
You are the most humorous person I have heard.
You are the most creative person I have seen.

You are the warmest person I know.
You are the most open person I've met.
You are the most patient person I've seen.
You are the most liberal person I've heard.
You are the most disciplined person I know.
You are the calmest person with whom I've talked.

T. Review these statements and indicate which ones could refer to you. Which statements can you own for yourself?

UNIT SEVEN

REFLEXIVE VERBS

IMPERATIVE MOOD

Grammar:

1. "to wonder"
2. "to ask oneself"
3. "to remember"
4. "to feel"
5. "to be angry"
6. "to complain"
7. "to laugh at"
8. "to amuse oneself"
9. "come"
10. "must"
11. "ought to"
12. "study"
13. "listen"
14. "play"
15. "go"
16. "eat"
17. "finish"
18. "try"
19. "read"
20. "choose"
21. "think"
22. "love"
23. "accept"
24. "obey"
25. "drive"

P.S. Confluent Teaching Strategies:

1. Listings
2. Imaginings
3. Owning Statements
4. Rankings
5. Musings
6. Guided Imagery
7. Owning Feelings
8. Sentence Completions
9. Identifying Sources of Commands
10. Citing helpful and non helpful behaviors

P.S. ONE "to wonder" "to ask oneself"

1. T. List ten things you wonder about. Say: "I wonder about ____________________." When you have done this compare your "wonderings" with three other people. Find which are your common "wonderings".

   Teacher Note: Obtain a list of common "wonderings" solicited from the entire class. Let the students see what they have in common.

2. T. Imagine you are:

   a) your father. What does he wonder about?
   b) your mother. What does she wonder about?
   c) your brother. What does he wonder about?
   d) your sister. What does she wonder about?
   e) the principal. What does he/she wonder about?
   f) the president. What does he/she wonder about?
   g) me, your teacher. What do I wonder about?

   T. When you have decided your answers then "put yourself in the shoes of this person". Say: "I am ____________________ and I wonder about ____________________." How does it feel to be this other person? Does this other person seem to be like you in any way?

3. T. Imagine you are:

   a) five years old. What do you wonder about?
   b) eight years old. What do you wonder about?
   c) twelve years old. What do you wonder about?
   d) fifteen years old. What do you wonder about?
   e) eighteen years old. What do you wonder about?
   f) twenty five years old. What do you wonder about?
   g) fifty years old. What do you wonder about?
   h) eighty years old. What do you wonder about?

P.S. TWO "to remember"

1. T. List ten things you remember from the past. When you have done this indicate if they were:

   happy (H)
   sad (S)
   at school (SCH)
   at home (HO)
   you are alone (A)
   you are with others (O)

   T. Which of these memories seems most meaningful to you now?

2. T. Go back now to the following grades and see whom you remember.

First Grade: In first grade I remember ____________________.
Sixth Grade: In sixth grade I remember ____________________.
Ninth Grade: In ninth grade I remember ____________________.

3. T. Now list the twenty songs you remember the most. When you have done this compare your list with three others and come up with twenty songs for your group. These are the songs that the group most remembers.

T. Each group will now read its list of twenty songs and the others of you in the class will raise your hand if you remember the song. By the time we have read our lists we'll determine which songs are the most remembered.

4. T. Now list the teachers you most remember. Next to each person's name indicate what you most remember about him/her.

I remember Mr. Johnson.	caring
I remember Mrs. Chan.	strict
I remember Miss Martinez.	fun
I remember Ms. Sarno.	helped me

5. T. Close your eyes and relax. I will lead you in a guided fantasy. Go back now to a time in your life that was so wonderful you'd like to live it again. Go back now to this time. Where are you? What are you doing? Who is with you? What's happening? How are you feeling? What makes this particular time so wonderful? When you are ready open your eyes and write an account of this fantasy. Begin your sentences with: "I remember ______________________."

P.S. THREE "to feel" (also found in UNIT TWO)

1. T. I will give you a list of feelings. As you hear them be aware of what images come into your mind. Who or what do you identify with each?

You feel secure.	You feel insecure.
You feel wanted.	You feel unwanted.
You feel understood.	You feel misunderstood.
You feel accepted.	You feel unaccepted.
You feel loved.	You feel unloved.
You feel you belong.	You feel left out.
You feel strong.	You feel weak.
You feel important.	You feel unimportant.

T. Carefully note which persons are associated with each image. Do these other persons make you feel a certain way? Now accept your own power and recognize your own feelings. Say to each person: "When I am with you I feel ____________." You are the one allowing yourself to feel a certain way.

2. T. Work in dyads for this exercise. Ask each other these questions:

When do you feel happy?
When do you feel miserable?
When do you feel excited?
When do you feel nostalgic?
When do you feel powerful?
When do you feel relaxed?
When do you feel "up tight"?

T. Did you have any common responses? Let's see if there are any common responses in the class. Compare your dyadic common responses with those of another dyad. Do this until every dyad has shared. We'll then read the common responses.

P.S. FOUR "to be angry"

1. T. List the times when you feel anger. Say: "I am angry when ______________________."

2. T. Now call into your memory any persons with whom you feel anger. Close your eyes and let them come clearly into your view. As each person arrives say to them: "I am angry with you. You (what they do to you). Let yourself feel the anger as you express it.

T. Now again call into your mind these persons toward whom you feel anger. This time tell them what you appreciate about them. Try to find at least one thing you can honestly appreciate.

T. Close your eyes now and again let these persons come into your mind. This time tell them you are angry with them. Let them respond to your anger. What do they say to you when you say: "I am angry with you."? Is it possible for you find any of these persons and to discuss your anger with them? Do they know you are angry?

3. T. When you are angry how do you show it? What do you do? What are the signs of your anger? Say: "I am angry. I ____________."

Example: I am angry. I get red. I tense myself. I grit my teeth and clench my fists.

P.S. FIVE "to complain"

1. T. List ten complaints you have right now. In doing this indicate if these complaints are directed at:

   a) family (F)
   b) school (S)
   c) this class (C)
   d) friends (FR)
   e) others (O)

2. T. If you could make only one complaint and knew it would elicit a response what complaint would you make?

   T. If you could make one complaint to the government and knew changes would definitely take place, what complaint would you make.

   T. If you could make one complaint to me and you knew I would do something about your complaint, what would you say?

3. T. Are there any complaints others might make against you? If so then list them.

4. T. List five complaints which you have recently heard from others which you feel are justified. Then list five which you judge to be unjustified.

P.S. SIX "to laugh at" "to amuse oneself" (also found in UNIT TWO)

1. T. List ten things you find funny and at which you laugh. Say: "I laugh at ______________________."

   T. Of the things you listed could your laughter at any one of them cause others pain? When is your laughter harmless? Harmful?

2. T. List what things about you people laugh at. Then indicate which things are "OK" for others to laugh at; which are not "OK" for the others to laugh at. Here is the model.

   When you laugh at ______________ I feel ______________.

3. T. Which television programs do you find amusing?
   Which songs do you find amusing?
   Which films do you find amusing?
   Which actresses and actors do you find amusing?
   Which people here in the room do you find amusing?

4. T. Go back now to a moment you remember as being really funny. Write about it. Then share the incident with a partner.

5. T. Work in dyads for this exercise. You will help each other deepen your own understanding of when you find laughter hurtful to you. Ask each other this question.

If I laugh at you, when will I hurt you.
You will hurt me when you laugh ____________________.

IMPERATIVES

P.S. ONE "must" "ought to"

1. T. Think of the meaning behind the commands you receive. List ten commands you feel right now. Then list the person or situation which serves as the source of the command.

Example:	Work hard!	My dad

T. Now go through your list and listen to your own feelings about each of these commands. Indicate what the feeling is.

Example:	Work hard!	My dad	I'm OK!

2. T. What commands do you give to others? List them and list the persons to whom you are giving each command.

T. Now compare the list of commands you give to others with those you receive. Do you give the same commands as you hear others giving to you?

3. T. Close your eyes and relax. I will lead you in a guided fantasy. Go back now to the time when you were a baby. You are lying in your crib and your parents are talking to you. They are telling you what you should and should not do as you grow older. Listen to what they are saying. (Pause) Now you are seven years old and your parents are talking to you telling you these "shoulds" and "should nots". What are they saying? (Pause) Now you are twelve and another adult is giving you "shoulds" and "should nots". Listen to this adult. (Pause) Now you are here with me and I am telling you what you should and should not do. What am I saying to you? (Pause) When you are ready open your eyes and come back to us here in the room. Write down an account of what happened with each person. Pay special attention to the "shoulds" and "should nots" of each person. When you have finished this notice if there is a pattern to them. Are there certain basic "shoulds" and "should nots" which are important in your life?

Teacher Note: You might prefer to give only one situation at a time.

T. Now indicate which of these commands you accept as your own. These are the ones you believe are true for you today. You act according to them. Then indicate which you have heard spoken to you but do not mean anything in your life right now.

4. T. What "shoulds" do you give to yourself? List them. Then compare your own "shoulds" with those you indicated others had given you. Are your own "shoulds" different from or similar to the others? Are you sure that you are really acting on your own feelings and decisions? Or are you acting on those of others?

Teacher Note: This is a powerful exercise in projection. You can help the students to distinguish between their own self chosen mandates and those of others. It is important for them to gain a sense of their own power in choosing which values are theirs.

ACTIVITY:

The students draw themselves in the center of the paper. They surround themselves with their "shoulds" and "should nots". They then indicate whose voice they hear behind each one. Finally, they mention if they choose to act on them or if they feel free to ignore each one.

Example: Be nice! My mom This is true for me.
It's important to be nice!
Have many friends! Mr. S. I don't think this is necessary.

P.S. TWO "commands in general"

1. T. Complete the following statements.

Study ______________________________
Listen ______________________________
Play ______________________________
Go ______________________________
Eat ______________________________
Finish ______________________________
Read ______________________________
Choose ______________________________
Think ______________________________
Love ______________________________
Accept ______________________________
Obey ______________________________
Drive ______________________________
Come ______________________________
Try ______________________________

T. Indicate whose voice you hear behind the command. Does this voice control you? Or are you free to ignore it?

2. T. I will indicate various situations for you. Indicate what command or commands go with the situation.

If you want true happiness, (command)________________.
If you want to find just the right partner, ____________.
If you want many friends,______________________.
If you want money, ___________________________.
If you want a peaceful life, ____________________.
If you want to get ahead, ______________________.
If you want good health, _______________________.
If you want security, _________________________.

3. T. List the five most helpful commands you feel in your life. Then list the five least helpful. Use this model.

Helpful:

Work hard! When I work hard I find success.
Be careful! When I am careful I save time.

Not helpful!

Polish the Apple! When I do this I feel phoney.
Do everything perfectly! When I act this way I feel tense.

T. Now go back through your list and cite the key word for each command (as you see underlined above). In the example, "hard work" is equated with "success". "Acting perfectly"is acquainted with "tension".

Teacher Note: At this time you might encourage the students to explore how they can gradually let go of their negative commands. Ask them to indicate when the "not so helpful" command can be helpful to them. In this manner they do learn how to use even negative influences as positive means to action.

Example: When could the command "Polish the Apple" be helpful to you?

When could "Do everything perfectly!" help you?

UNIT EIGHT

COMPARATIVE AND SUPERLATIVE

Grammar:

1. Comparatives
2. Superlatives

P.S. Confluent Teaching Strategies:

1. Sentence Completion
2. Rankings
3. Identifying Important Words
4. Responding Spontaneously
5. Soliloquies
6. Identifying Important Persons
7. Musings
8. Imaginings
9. Guided Fantasy

P.S. ONE Comparatives

1. T. Complete the following statements:

Money is more important than ________________.
Time is more important than ________________.
Cars are more important than ________________.
Books are more important than ________________.
Television is more important than ____________.
People are more important than ______________.
Classes are more important than _____________.
Friends are more important than _____________.
Family is more important than ________________.

T. Now repeat the exercises only this time you fill in both words or phrases.

________________ is more important than ________________.

T. Repeat the above exercises only this time add the phrase: ". . . . because I want ________________."

2. T. I will give you a list of words. Rank them in order of importance to you. The first number will be the item of greatest importance.

money
sex
cars
security
peace

career
freedom
fun
friends
authority

food
grades
job
popularity
school

family
honesty
everlasting life
power
government

T. When you have ranked them find a partner and read your first ten. Say: "______________________ is more important than ________________ because I value ______________________."

ACTIVITY:

Place numbers on the floor from one to twenty. Call out each word and ask the students to stand on the number which indicates their ranking of a particular word.

3. T. Now list ten words that you associate with being successful in this class. Rank them according to their importance to you. Read them to a partner saying: "________________ is more important than ________________." See how many similarities (or differences) exist between you and your partner.

4. T. Answer the following questions:

Who eats more than you?
Who sleeps more than you?
Who studies more than you?
Who spends more than you?
Who buys more than you?
Who plays more than you?
Who talks more than you?
Who participates more than you?
Who dreams more than you?
Who laughs more than you?
Who cries more than you?
Who smiles more than you?

T. Now change the statements making yourself the subject.

I eat more than ______________________________.

P.S. TWO Superlatives

1. T. Complete the following statements:

______________________ the most interesting person.
______________________ the most serious person.
______________________ the funniest person.
______________________ the cleverest person.
______________________ the most talented person.
______________________ the most intelligent person.
______________________ the liveliest person.
______________________ the quietest person.
______________________ the tallest person.
______________________ the shortest person.
______________________ the most idealistic person.
______________________ the most realistic person.
______________________ the healthiest person.
______________________ the fastest person.
______________________ the slowest person.
______________________ the most talkative person.
______________________ the most imaginative person.
______________________ the most beautiful person.

T. Now work in dyads. Here is the model.

Who is the most interesting person?
____________________ is the most interesting person.

T. Now go through the list and choose which statements you can make about yourself. Which ones would other people certainly say about you?

2. T. In this exercise you will have the chance to brag about yourself. Think of all your good qualities and brag about them. Say: "I'm the most ____________________ person." Walk around the room saying this to others and really convince them that what you say is true.

T. Now put yourself down. Say: "I am the worst ____________." Do this for all of the undesirable qualities you attribute to yourself. Walk around the room "putting down". Act as if you really mean it.

T. Now brag about yourself again. When you have finished doing this think how you really are. Do you spend more time building yourself up by focusing on your strengths? Or do you spend more time putting yourself down by concentrating on what you do not like about yourself?

Teacher Note: If you notice your students find it easier to be negative; you can design exercises where they only speak with positive statements.

3. T. Think of five people whom you really admire. Imagine that they are coming to see you. You have decided to tell them what you most admire about them. Close your eyes now and one by one allow each person to come to you. Say to each one: "I admire you because you are the most ________________________ person that I know."

T. Work with a partner. Imagine that your partner is this person whom you admire. Talk to your partner as if he/she were this other person. Say: "You are the most ______________________ person that I know."

4. T. Answer the following questions.

When was the happiest moment of your life?
When was the scariest moment?
When was the most tense moment?
When was the most exciting moment?
When was the most frustrating moment?
When was the most secure moment?
When was the most peaceful moment?

T. This time I will read statements to you. Close your eyes and relax. Allow an image to come into your mind that is somehow related to each statement.

This is the happiest moment of my life.
This is the saddest moment of my life.
This is the most memorable moment of my life.
This is the most unusual moment of my life.
This is the funniest moment of my life.
This is the best time of my day.

This is the worst time of my day.
This is the most "up tight" moment of my day.
This is the most difficult time of my day.
This is the most relaxing time of my day.
This is the easiest aspect of this class.
This is the hardest aspect of this class.
This is the most interesting aspect of this class.
This is the least interesting aspect of this class.

T. The sentences are written on the board. Write each one and indicate what is your image. What do you visualize as you think of these various situations?

6. T. I will give you a series of phrases. As you hear each one allow an image to come into your mind. See if you can identify which persons or events are related to these phrases.

The best looking
The best tasting
The heaviest
The lightest
The funniest
The most exciting
The most obvious
The hardest
The most wonderful
The most terrifying
The most intelligent
The biggest waste
The most interesting
The biggest bore
The most helpful
The least painful

T. Now write these phrases and follow each by the word or words which complete the statement for you.

Example: The best looking teacher in the school.
Ms. Thompson

7. T. Now you will make a self portrait. Draw yourself in the center of the paper. Be honest in telling yourself some good things about you. Say: "You are the best ______________________;
You are the most ___________________________."

Teacher Note: Many people find it difficult to list good traits about themselves. It is important that you keep encouraging the students to concentrate on the good in themselves. Even if they find it difficult to cite good traits, you can continue to feed the positive aspects which you see. Perhaps in time they will eventually model your positive feedback.

8. T. Close your eyes and relax. I will lead you in a guided fantasy. Go to a movie theatre and find a comfortable chair. In this theater you are the only person watching the screen. As you look at the screen the film begins and the title is "This Is Your Life". You begin to realize that the film is about you. It is your life that is unfolding. On the film you will see the most important persons in your life. You will also see the most important events and the most important things. Whatever you see will be deeply meaningful to you. Look carefully at the film and see who and what is meaningful to you. Do not judge what you see. Accept all images as true for you. If you look at them carefully they will give you important information about your life. When you are ready open your eyes and write down what happened in this fantasy.

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WHEN i SPEAK WITH YOU i SPEAK OF ME
AND WHEN YOU SPEAK WITH ME YOU SPEAK OF YOU
AND THE TWO OF US MEET AND MERGE OUR LIVES
THROUGH THE POWERFUL VOICE OF OUR WORDS.

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